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ABSTRACT

This report evaluates the implementation of a demonstration model of a father-involvement component of Head Start programs in Washington (District of Columbia). Since well over 90 percent of the children in area Head Start programs are Black, the target group for this project was Black fathers. The following recommendations for program improvement are suggested: (1) review expectations of the component in view of parent needs and staff support and resources; (2) develop parent involvement programs that are more cognizant not only of male interests, but also of child, family, and marketplace needs; (3) continue the process of needs assessment by asking for continuous feedback from mothers and fathers; (4) involve more men and other community groups in Head Start operations as staff, advisors, or collaborators; and (5) increase pay and resources to Head Start staff. Statistical data are included on 11 tables. The appendices comprise the following: (1) a list of advisory committee members; (2) copies of needs assessment questionnaires for staff and parents; (3) a 158-item annotated bibliography; (4) a list of the Black Fathers Symposium Committee members; (5) a copy of the program from a conference, "Black Men in the Lives of Black Children" (Washington, D.C., September 20, 1986); and (6) a sample of a home-based science curriculum unit for children from birth to age three. A list of 26 references is also appended. (FMW)

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Involvement of Black Fathers in Head Start Final Report 1987

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INVOLVEMENT OF BLACK FATHERS IN HEAD START

Final Report

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survey and the commendable efforts of the seven interviewers: Mr. James Johnson, Ms. Ethel Addison, Ms. Rita Barber, Ms. Patricia Pressley, Ms. Shirley Abraham, Mr. Kevin Mills, and Ms. Denise Johnson.

After the inception of the project, the staff extended the proposed tasks to include: (1) a home-based curriculum for parents of children up to three years of age to stimulate the children's interest in mathematics and science, and (2) a conference to examine the roles of Black men in the lives of Black children. Both activities were successfully accomplished as a result of the hard work and commitment of many people. We extend thanks to Dr. Adele McQueen for her expertise in developing the home-based curriculum. We also wish to express deep appreciation to all of the persons who took time out of their busy schedules to make the conference a reality. This group of people possessed a remarkable combination of talents and skills in carrying out this monumental task in such a short period of time. We were very fortunate to have had the financial support of the United Church of Christ and the MAAT Institute of Human and Organizational Enhancement. Much credit is given to Dr. Aminifu Harvey, Ms. Annette Solomon, Mr. Ronnie Edwards, and Ms. Theodora Gray for the crucial roles they played throughout every phase of the conference.

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EXECUTIVE SUMMARY

In September, 1984 the Office of Human Development Services Fiscal Year 1984 Coordinated Discretionary Funds Programs awarded a grant to the Institute for Urban Affairs and Research (IUAR) at Howard University to develop strategies to increase the level of participation of fathers in Head Start programs.

The specific aim was to design and demonstrate a father involvement model for Head Start programs in Washington, D.C. Since well over 90 percent of the children in area Head Start programs are Black, the target group for this project was Black fathers. This project emanated from discussions with local Head Start program directors who were concerned about the low participation rate among fathers in Head Start activities. Emphasized were the need to build the parental skills of low-income fathers and strengthen father-child relationships, as indicated by a review of the literature, and the need to recognize the low-income Black father, who currently represents an untapped resource in Black communities, as a positive influence in the education of his children.

Four (4) specific program objectives were proposed and they are as follows:

1. To conduct a needs assessment of the involvement of Black fathers in Head Start programs;

2. To design an operative model for father involvement in Head Start programs;

3. To implement the father involvement model in a selected number of program centers in Washington, D.C.; and

4. To conduct an evaluation on the effectiveness and efficiency of the model.

An Advisory Committee was established to offer suggestions and critique proposed plans. Committee membership changed over time due to staff changes, but the United Planning Organization (the local grantee) and its preschool program (the Early Child Development Center), the four delegate programs (National Child Day Care, Capital Head Start, Consolidated Day Care, and the Parent-Child Center), and parent representatives were recruited.

A pre-needs assessment was conducted with directors and parent involvement coordinators to provide the project staff with a global picture of the nature and extent of both father and mother involvement in Head Start programs, a profile of the parents in the program, a description of the program (i.e., the number of centers, the number of parents, and staff composition), suggestions regarding the content of the needs assessment questionnaire, and recommendations in selecting centers from which to draw the sample. Parents of Head Start students were trained to recruit and administer the needs assessment form to other parents. Although we hoped to reach 50 parents through the needs assessment, surprisingly a total of 345 parents -- 118 fathers and 227 mothers -- were interviewed. Staff forms were self-administered. Twenty-nine (29) staff persons completed staff forms.

The findings of the needs assessment survey supported the view that fathers' participation in Head Start is very low in comparison to that of mothers. Nearly three-fourths of the fathers reported that they participated in Head Start activities only a few times a year or not at all. When staff persons were

asked which parent is more likely to participate in Head Start activities, no one chose fathers.

A curriculum committee composed of project staff and some Advisory Committee members was formed to design a model program based on the needs assessment results. Separate programs were designed for staff and parents.

The needs assessment revealed that, although almost all staff persons believed that parent/father involvement is important, a disturbing number of staff members expressed skepticism about the specific benefits of parent/father involvement in center and child activities. One interpretation of this seeming discrepancy is that, while the staff is in complete accord with the premise that parent/father involvement is critically important to the vitality and success of the center, the child, and the family, they have had to face the reality of trying to translate this theory into action. Low pay, high staff turnover, the lack of training and support to address the multiple service needs of their parent population (such as substance abuse and family violence), and a few unpleasant confrontational experiences with parents are some of the reasons contributing to the paradoxical position the staff holds about parent involvement.

Overall, four problems stood out in the needs assessment as important factors contributing to the low rate of participation by fathers in Head Start program. The first was the need for information. Everyone agreed that mothers did not tell fathers about, or encourage them to participate in Head Start activities. This suggests that fathers did not know about the Head Start activities or the value of their participation in such activities.

It is also possible that the father's absence from the home, the second highest ranked reason given by mothers and staff, may be an acknowledgment of the difficulty of relaying information to the father. The third problem addressed was the predominance of female staff and female-related activities. Lastly, the scheduling of activites at convenient times, particuarly for fathers, had to be discussed.

Two (2) programs -- one for mothers and one for fathers -- were initiated at two centers. The Advisory Committee members were adamant about this division, because they strongly believed that male-female conflicts are an underlying cause of the low rate of father involvement.

The content of the parents' program was designed to emphasize the three following issues: the child's need for the involvement of both parents in his or her life, personal and center barriers that interfere with parental participation, and parent-child activities designed to attract fathers in particular.

A Black Fathers' Symposium Committee, comprised of representatives from private and public organizations, was formed to publicize the need for the increased involvement of Black men in family and community life, and to increase the awareness and involvement of the larger community. This committee was not designed to focus only on fathers of children in Head Start programs. In fact, a concern that was frequently expressed whenever we initially met with Head Start staff, parents, or other interested parties was the perpetuation of the stereotype of the poor Black man being an irresponsible, neglectful, absent father. It was made clear that the low rate of father participation in

children's education was a problem in this country without significant color, ethnic, or income boundaries. The consequences of low father involvement for poor children and Black and other minority children, however, are likely to be more severe than are the consequences for similarly situated affluent or white children. With this common understanding, a community-wide network of people was fairly easy to recruit. This group sponsored a conference, "Black Men in the Lives of Black Children," which nearly 140 men attended.

Six (6) recommendations are made as steps toward developing a program which facilitates strong parent -- and, in particular, strong father -- involvement in Head Start activities:

1. Review the expectations of the parent involvement component in view of parent needs and staff support and resources. It is likely that some adjustments will have to be made.

2. Develop parent involve ment programs that are more cognizant of not only male interests, but also child, family, and marketplace needs.

3. Continue the process of needs assessment by asking for continuous feedback from mothers and fathers. Initial family assessments are a good start, but progress should be continuous.

4. Involve more men and other community groups in Head Start operations as staff, advisors, or collaborators.

5. Provide greater support -- preferably in pay and also in resource support -- to Head Start staff.

INTRODUCTION

In September, 1984 the Office of Human Development Services Fiscal Year 1984 Coordinated Discretionary Funds Program awarded a grant to the Institute for Urban Affairs and Research (IUAR) at Howard University to develop strategies to increase the level of participation of fathers in Head Start programs. The need for a father involvement project grew out of a local and national awareness that parent involvement, a key component of Head Start's philosophy and program and a critical factor in Head Start's success, is, in practice, mother involvement. Fathers nationwide are minimally involved in Head Start programs.

The IUAR, after consultation with the local Head Start grantee and other Head Start staff, proposed to develop a model that would increase the involvement of fathers in Head Start program activities. Black fathers were targeted, in particular, because the local Head Start program, the site of the project, is nearly all Black and little attention has been focused on intervention efforts with Black fathers and their young children by Head Start or other early educational programs.

Four (4) specific program objectives were proposed and they are as follows:

1. To conduct a needs assessment on the involvement of Black fathers in Head Start programs;

2. To design an operative model for father involvement in Head Start programs;

3. To implement the father involvement model in a selected number of program centers in Washington, D.C.; and

4. To conduct an evaluation on the effectiveness and efficiency of the model.

This document reports on the implementation of those objectives and, just as importantly, the experiences, frustrations, and insights gained from the project. The report is divided into six sections. The first -- Section A. Purpose and Need -- presents the reasons and literature supporting the rationale for the project. Section B. Technical Approach describes the general administrative and programmatic mechanisms through which the objectives were implemented. Program Implementation, the subject of Section C, specifically details the implementation of each objective, and other activities that were not originally proposed. Dissemination of information regarding project results is discussed in Section D. Problems and Strengths identified during the project are presented in Section E. The more serious obstacles that were encountered and the strengths found in the centers, parents, and community are highlighted. Conclusions and Recommendations are made in Section F.

A. PURPOSE AND NEED

Presented within this section of the final report are the purpose and objectives of the project, a brief overview of the literature on Black fathers, and the impact of parental involvement in Head Start programs on parents and their children. The proposed project's significance at the regional and national levels is also presented.

Purpose

The purpose of the project was to develop a model that would increase the involvement of fathers in the program activities of Head Start. The specific aim was to design and demonstrate a father involvement model for Head Start programs in Washington, D.C. Since well over 90 percent of the children in area Head Start programs are Black, the target group for this project was Black fathers. This project emanated from discussions with local Head Start program directors who were concerned about the low participation rate among fathers in Head Start activities. Emphasized were the need to build the parental skills of low-income fathers and strengthen father-child relationships, as indicated by a review of the literature, and the need to recognize the low-income Black father, who currently represents an untapped resource in Black communities, as a positive influence in the education of his children.

Objectives

To achieve the purpose and specific aim of the proposed project, four objectives were proposed and implemented. They are stated as follows:

- To conduct a needs assessment on the involvement of Black fathers in Head Start programs;
- To design an operative model for father involvement in Head Start programs;
- To implement the father involvement model in a selected number of program centers in Washington, D.C.; and
- To conduct an evaluation on the effectiveness and efficiency of the model.

Overview of Black Fathers

The portrayal of Black fathers, in both scholarly works and the popular literature, has been dismal and limited (Gary, 1981; McAdoo, 1981). While research on and recognition of the importance of the father's role in child development increased dramatically during the 1970's (Biller, 1971; Lamb, 1976; Lynn, 1974), the majority of that information represented the experiences of middle-class, white men. Thus, very little is known about the actual roles Black fathers play in the cognitive and emotional development of their children.

Traditionally, most social scientists assumed that Black fathers were absent from their families, had little or no involvement in child rearing, and were incompetent as men, husbands, and fathers (Frazier, 1950; Moynihan, 1965; Pettigrew, 1964; Rosen, 1969). When Black fathers were present in the home, it was assumed that they represented poor role models for their children (Moynihan, 1965). Many of the negative conclusions formed about the role performance of Black fathers appear to be based on the fact that Black men as a group have more difficulty than do other groups in providing for their families. An examination of governmental statistics by Gary (1981) showed that Black men had a high level of unemployment, held low-status jobs,

and had earnings that were much lower than were those of white men. Although these data reflect the notable economic difficulties encountered by the average Black man, they do not provide any direct information on his participation in child rearing. In view of the limitations of research based on aggregate data and the sometimes biased perspectives of wives/mothers about fathers, the Black father continues to be stereotyped as invisible, powerless in the family, and as having little interest in the socialization of his children (Hopkins, 1973; McAdoo, 1981; Price-Bonham & Skeen, 1979).

Emerging research, however, is beginning to dispel the long held assumptions and stereotypes about Black fathers. Recent research indicates that fathers play many roles in the family, such as provider, decision maker, and nurturer. For example, McAdoo's (1979) study of middle-income Black fathers reveals that fathers shared equally with their wives in decisions on child rearing activities and that most were nurturant (e.g., showed warmth and support) when interacting with their preschool children. In a study of lower-class, middle-class, and upper-class Black and white fathers, Price-Bonham and Skeen (1979) also found that Black fathers were very expressive or nurturant when interacting with their children. Similarly, Cazenave's (1979) study of southern, middle-income Black fathers demonstrated that fathers play an active role in child rearing. In this study, the fathers reported being more involved than were their own fathers in child care activities (e.g., changing diapers, babysitting, and playing with children), spending more time with their children, and physically punishing their children less often

than their fathers had punished them. Moreover, Cazenave's (1979) finding regarding how fathers saw their role (i.e., as economic provider, guide and teacher, authority figure, and companion and protector) illustrated that the father role encompassed both instrumental and expressive functions. Of particular interest for this project was the fact that the guide and teacher role was regarded as an important aspect of fathering. Another important aspect of Cazenave's (1979) research was that fathers expressed a great concern about school achievement, survival skills, and social skills. The view of Black fathers as active participants in child rearing and showing warmth and support in their relationships with their sons was also supported by Allen's (1981) study of middle-class Black and white families from the midwest.

Although these studies show that Black fathers are active at both the instrumental and the expressive levels, they almost exclusively focus on the parental styles of middle-class Black fathers. Research on the lower-class and working-class father is still lacking. A study by Honig & Mayne (1982) on Black fathering in three social class groups revealed that middle-class fathers were significantly more responsive to their preschool children's developmental needs than were both the lower-lower class and upper-lower class groups. This evidence provides some support for the notion that, given the necessary economic resources, the father will more likely be an active participant in child-rearing activities (Cazenave, 1979).

In conclusion, this brief overview suggests that Black fathers take an interest in the education and socialization of their young children. Little is known, however, about the

lower-class father's level of participation in the development and education of his children. A major contribution of this project is that it will add to the knowledge base on Black fathers of low socio-economic status and their participation in their children's learning experiences.

Overview of Parent Involvement in Head Start Activities

One of the most positive and fundamental aspects of Head Start is the involvement of parents of children enrolled in the program. This involvement can occur on several levels: volunteering in the classroom or in other areas of the program (e.g., teaching their own children in the home according to Head Start lesson plans); participating with other parents in discussion groups about child development, consumer issues, their own academic pursuits, and skills building as well as their own personal growth; working with Head Start personnel as paid employees; sharing in the decision-making concerning the nature and operation of the program; and re-investing in the program by continuing to serve on other boards in their communities (Adams, 1976; Lapides & Lapides, 1981). The theoretical basis for emphasizing parental participation is that it is educationally profitable for the children both on short-term and long-term bases. It is assumed that, when children know and see that their parents are involved in their education, the children are more willing to learn new skills. Moreover, parental participation in the education of their children is believed to have a positive influence on parents' child rearing practices and their personal lives (Adams, 1976). For example, Adams' study of 25 parents (24 mothers and 1 father), who served in various roles within the Head

Start program, revealed that parents who were intensely involved had improved their economic status by no longer being "on welfare." The study also showed that most parents exhibited shy, inarticulate, and withdrawn behaviors at the outset, but after several months they appeared to be assertive, outgoing, and confident. Adams noted, however, that these changes did not necessarily change their actual socio-economic status.

Another study by Emmerich, Norris, Shipman, and Siegel (cited in Lapides & Lapides, 1981) reported that participating and non-participating parents differed in several characteristics. Their findings revealed that participating parents were: more sensitive to their children's social, emotional, and intellectual needs; more affectionate and more likely to use punishment less; more likely to use complex language with their children; more likely to reason with their children; more apt to pursue their own educational development; and more likely to use community agencies. These two studies imply that parents benefit psychologically and socially from their involvement in Head Start activities.

In a somewhat related study of fathers' participation in a parent education program to build communication skills, Levant and Doyle (1983) found an improvement in fathers' communication skills in terms of their overall sensitivity to their children's feelings and point of view. The authors also noted that fathers appeared to change their thinking about family relationships after participating in the program. A particularly important premise advanced by Levant and Doyle (1983) is that increasing men's involvement in the family could be facilitated by an educational

intervention. This notion is obviously not new to Head Start programs. But the efforts in reaching fathers and making them aware of the importance of their involvement have proven to be quite difficult. As suggested by Price-Bonham and Skeen (1979), the difficulties may be due to fathers spending more time in their work role to avoid responsibilities of the father role because they lack good parenting skills. If this is indeed true, special efforts must be made to overcome initial fears associated with being a father.

Research indicates that parental involvement in the educational process benefits children. Evidence of this effect was revealed in the study by Blumenthal and his colleagues (cited in Lapides & Lapides, 1981). They found that the cognitive development of children whose parents were involved in classroom activities was high. The children were more attentive, exhibited more exploratory behaviors, and showed a greater awareness of various experiences than did their counterparts. With regard to social-emotional development, the children exhibited a greater capacity to relate to other adults and tended to smile and talk more than did those children whose parents were not involved in the children's development. Findings such as these have been consistent with those of Bronfenbrenner's (1974) study of nine early education programs, Henderson and Swanson's (1974) study of the effects of parent tutoring, and Barth's (1979) study of home-based early education programs. Based on these studies and many others, it can be concluded that parental involvement in young children's instructional programs has a significant impact on the achievement levels of the children (Cotton & Savard, 1980).

Despite the well-documented benefits of parental involvement, it is not known to what degree fathers participate in Head Start programs and, particularly, what effects their involvement have on their children. Judging from the literature on mother involvement, it can more than likely be assumed that the effects will be positive. However, one cannot state for certain until systematic research is conducted on this issue. In a series of studies conducted by Radin (1981) and her colleagues on preschool children, paternal nurturance was found to be significantly related to the cognitive performance of middle-class children. Although Radin's research focused primarily on white children, it confirms the positive effects of father involvement and delineates the type of behavior that is likely to lead to high cognitive development in children.

Since the inception of Head Start, family members participating in its activities have mostly been mothers or other female relatives of the children. The small percentage of male participants has consisted of a few fathers, boyfriends, and grandfathers. Some of the reasons cited for low father involvement include: (1) a lack of interest; (2) difficulty in seeing themselves as someone who can teach their children; (3) in the case of Blacks, negative attitudes the general public has about Black men; (4) activities are scheduled at inappropriate times; (5) the lack of male representation on Head Start staffs; and (6) the lack of activities that are male-oriented (Weibly, 1979). One final barrier to father participation may be the lack of an intense effort to develop strategies that would increase their participation. For example, program activities such as

sewing and aerobics may not appeal to men. Thus, many of the Head Start classroom and parent activities do not encompass aspects of the male culture (e.g., sports, mechanics, etc.). In Hopkins' (1973) description of experiences in helping men become more sensitive to their children's development, it was evident that activities must be of interest to the fathers in order to sustain their involvement. For example, the fathers in this study were provided with educational toys to enhance father-child interaction. The father and child played together, but the father gradually lost interest in this method. Subsequently, social workers discovered that the fathers viewed the activity as feminine and juvenile. Additional information is needed, however, on the interests of fathers, reasons for their lack of participation in program activities, and suggestions for eliciting their involvement.

Regional and National Significance

Low father involvement in Head Start activities is nationwide. Men's participation in child care, in general, is relatively low. As Lamb and Sagi (1983) point out in their book, Fatherhood and Family Policy, changes regarding men's roles in the family have been slow and, in many instances, completely ignored. Moreover, men who wish to assume a more active role in their families must contend with various institutional, economic, legal, and attitudinal barriers.

Interventions are needed at the local and national levels to advocate and support men's involvement with their children. Head Start as an innovator in early childhood development programs and with expertise in working with low-income families of all ethnic groups is the ideal sponsor for a father involvement effort.

B. TECHNICAL APPROACH

The technical approach was based on the review of the literature on father involvement, consultation with local Head Start personnel, personal interviews with a few fathers, and past experience with developing programs that addressed various parenting and family needs. A fairly simple and straightforward technical approach was adopted based on a few program and administrative concerns. They are discussed below.

Program Concerns

Having recognized the need to increase the involvement of fathers in particular and men in general in the lives of preschool children, two considerations shaped the formation of the program efforts needed to productively address the problem. The first concern was to ensure that the program addressed the needs and resources of the particular community in question. Objective I, to conduct a needs assessment, allowed the project to determine the level of father involvement in the local Head Start community. Other less formal assessment activities were also undertaken to augment the knowledge base available to the project and Head Start staff (described in the next section).

Secondly, there was a concerted effort to ensure that the activities or approach recommended by the project be generalizable and easily duplicated in other communities. The concerns here were that, because the need for the program is widespread, methods proposed to implement the program be generally available in any community, costs to duplicate the program be minimal, and expertise needed to duplicate the program be limited. The

approach, then, as implied by the objectives was one that emphasized active program development that reflected the needs and resources of the community.

Administrative Concerns

The chief administrative concern was to develop a receptive climate for father involvement activities. Resistance is often experienced when one comes into an organization with plans to improve or change some aspect of its functioning. For some very good historical reasons, Blacks are especially sensitive to interventions. To minimize this expected resistance, it was decided that decision-making had to be shared if the project was to be successful and continued past the life of the funded project. It was also decided that the involvement of Head Start staff and parents and other community representatives was needed. In short, power was shared.

As a result of the above considerations, key features of the adopted approach were the formation of the Advisory Committee and networking outside the Head Start organization.

In Section C, the specific implementation activities are described.

C. PROGRAM IMPLEMENTATION

The four objectives of the project were implemented in three phases. Start-up activities and Objectives 1 and 2 were the focus of Phase 1; Phase 2 was devoted to Objective 3; and Objective 4 was pursued in Phase 3. All activities are described in this section.

Phase I. Start-Up Activities and Objectives

Start-up Activities

Three (3) major start-up activities were required during the first quarter of the project. They were to: (1) staff the project; (2) establish a working relationship with the Head Start grantee agency, the United Planning Organization (UPO), and the five programs in the city with Head start classrooms; and (3) assemble an advisory committee. There was a delay of approximately three weeks in program start-up, because the grant notification was received on October 5, which was after the official start date of October 1, 1984, and the key staff members were out of town. The project began in earnest the last week in October, 1984.

Staffing. Key staff positions were the principal investigator, Dr. Lawrence E. Gary; project director, Ms. Lula Beatty; research associate, Ms. Gayle Weaver; and secretary, Ms. Emma Davis. Graduate students provided support throughout the project. Greta Berry was slated to be the project director in the proposal; however, she left the Institute to pursue educational studies at another institution. All staff members completed other

work obligations and were in place within the first month of the project.

Establishment of Working Relationships. The project was an intrusive one. Despite its value or usefulness, it, like any other program coming from the outside - in, was expected to be met with a certain degree of healthy skepticism if not outright hostility. This is often even more true in situations where the population served is predominantly low-income Blacks. To allay fears and suspicions of exploitation, meetings with staff and parents were initiated. It should also be noted that the proposal was developed with the knowledge and participation of UPO and Head Start staff.

Telephone conversations were held with UPO representatives after grant notification was received. Through them, the staff arranged to present an overview of the proposed project to Head Start directors in November. The presentation was well received. The directors were cooperative and agreed to assist the project by serving on the Advisory Committee and/or nominating other staff members and parents to serve.

Unexpectedly, the project was required to obtain consent to proceed from the Head Start Parent Policy Council. The first scheduled Council meeting was mid-December. That body enthusiastically approved the project and offered its assistance, if needed.

Advisory Committee. An Advisory Committee was established to offer suggestions and critique proposed plans. Committee membership changed over time due to staff changes, but UPO and its preschool programs (the Early Child Development Centers); the

other four delegate programs (National Child Day Care, Capital Head Start, Consolidated Day Care, and the Parent-Child Center); and parent representatives were recruited. A list of the Advisory Committee members is in Appendix A.

The Advisory Committee decided to meet quarterly, rotating the meeting place. The first meeting was held at the Institute in February, 1985.

One of the first decisions made by the staff and Advisory Committee (and approved by the Parent Policy Council) was to expand the meaning of father involvement to male involvement. In this way, significant adult males in the children's lives who often serve as surrogate fathers -- such as grandfathers, uncles, and older brothers -- would not be excluded. The majority of the local children in Head Start reportedly live with single mothers. Restricting the program to biological fathers or stepfathers only was believed to be counterproductive to the larger intent of the project, that is, to increase the involvement of significant men in fathering roles with young children. Start-up activities were completed by the third project month.

Objective 1: To conduct a needs assessment on the involvement of Black fathers in Head Start Programs

Purpose and Objectives. The review of the literature and discussions with Head Start administrators clearly indicated that father or male involvement in Head Start programs was low and that an increase in their level of involvement was desirable. It was, however, less clear as to why fathers were not involved and how to increase their level of involvement, although speculations have been made. Without a clear understanding of the parameters of

father involvement, particularly from the father's perspective, Head Start parent involvement programs will continue to be dominated by mothers.

In an effort to design an effective model program, a needs assessment survey was conducted to determine the specific needs, problems, and resources related to father involvement in Head Start programs in Washington, D.C. The needs assessment was expected to provide pertinent information on needed areas of program development (content), and procedural and process development at the individual parent (both fathers and mothers) and Head Start staff levels. Specifically, the objectives of the needs assessment were to: (1) ascertain the current level of father involvement, (2) identify the types of activities in which fathers participated, (3) assess attitudes (both positive and negative) towards father involvement, (4) assess perceptions of the barriers to father involvement, (5) identify strategies to increase father involvement, and (6) determine interest and willingness to participate in efforts to increase father involvment in Head Start programs. In addition, background information was obtained to provide a profile of the survey participants.

The expected time frame for implementing Objective 1 was four months. However, due to various meetings to seek approval of the needs assessment and to talk about the project, the addition of the pre-needs assessment component, and the closing of some centers for the summer months, this stage of the project lasted approximately seven months.

Pre-Needs Assessment

To ensure that the needs assessment would be carried out in a successful and timely manner, a pre-needs assessment was conducted. This phase consisted of unstructured interviews with nine administrative personnel (program directors, parent involvement coordinators, and family life educators) from the five Head Start delegate programs and two fathers who were very active in Head Start. The pre-needs assessment lasted approximately two months. The purpose of the pre-needs assessment was to provide the project staff with a global picture of the nature and extent of both father and mother involvement in Head Start programs, a profile of the parents in the program, a description of the program (i.e., the number of centers, the number of parents, and staff composition), suggestions regarding the content of the needs assessment questionnaire, and recommendations in selecting centers from which to draw the sample. Each interview, lasting approximately two hours, was conducted by the project director and research associate.

Four (4) major issues emerged from the pre-needs assessment. First, most of the interviewees emphasized the low participation of fathers in Head Start activities. Low involvement was primarily attributed to the absence of fathers from the home, parents' limited understanding of involvement and its benefits, parents' perceptions that staff had negative attitudes towards fathers' role in their children's education, predominantly female staff, the young ages of the parents, the parents' low educational status, inadequate outreach by staff, perceptions of the roles of parents and staff in educating children, parent involvement

activities viewed as female-related, and the conflicts between men and women in general. When fathers did participate in activities, they were most likely to participate in special activities (e.g., holiday events and fundraisers), parent policy activities, and transporting their children to and from the centers. Fathers were least likely to be involved in classroom-related activities, parenting classes, and arts/crafts classes. Thus, based on the views of the staff and fathers, participation among men was indeed low and could be attributed to characteristics of the parents as well as those of the Head Start staff and program.

Similarly, there was a concern about what constitutes adequate father involvement. This issue arose because some interviewees reported that fathers' participation on the parent policy committee was very good. But, when asked to give the approximate number of fathers, they indicated that one to two fathers had been involved. Considering the number of children enrolled in Head Start, this number seemed quite low. The various interviews tended to indicate that the "adequacy" of father involvement was defined in terms of quality rather than quantity. For example, the interviewees frequently described those two fathers who were active in the program as highly motivated and committed to the center. In contrast, they pointed out that the fathers' involvement in the classroom and parenting classes was inadequate. Again, it was unclear as to how many fathers would be considered adequate, if this word was defined in terms of the quantity of fathers involved in Head Start programs. It is possible that the reluctance to define adequacy in terms of numbers was due to low expectations towards father involvement.

The next issue was related to the definition of father that would be used by the project staff. Since it was noted that many fathers did not live with their children or interact with them on a regular basis, it was suggested that the definition not be limited to the biological father. The project staff, however, was aware of this issue from previous research experiences. Therefore, the term "father" was defined as any adult male role model (e.g., biological father, stepfather, grandfather, uncle, or close family friend) from the child's family network.

The final issue was related to the methodology of the needs assessment. The interviewees were aware of the importance of the needs assessment, but felt that it would be difficult to recruit fathers or male role models for the survey. It was felt that special efforts such as a forum on Black men's issues would be necessary to reach them and elicit their interest in the project. They also emphasized the need to exclude personal information from the questionnaire as well as to keep it short. Furthermore, it was suggested that the survey should be administered through face-to-face interviews. These suggestions were expected to ensure participation in the survey, particularly among fathers.

Needs Assessment Survey

In this section, a description of the sample selection process and the sample is provided. Also provided is a description of the questionnaire development process and items, data collection interviewer training, and data analysis. Finally, the major findings of the survey and their implications for designing an effective father involvement model are presented.

Sample Selection and Characteristics. Three (3) groups comprised the sample: fathers, mothers, and staff persons. These groups were selected because each one was expected to provide a different perspective on the father involvement issue. The sample was recruited from seven centers which represented four of the five delegate programs. Program directors selected the centers primarily on the basis of enrollment size and staff composition. Various strategies were used to inform parents and staff about the project. Flyers were posted at the centers and given to the children to take home to their parents. Program directors were asked to inform staff persons at the selected centers. Project staff members also discussed the needs assessment survey at parent policy committee and staff meetings. A final strategy included hiring Head Start parents as interviewers. It was assumed that parents would be more willing to participate in the survey knowing that the interviewers were also Head Start parents.

A surprising total of 345 parents -- 118 fathers and 227 mothers -- were interviewed. Twenty-nine (29) staff persons completed the staff forms. Tables 1 and 2 provide background characteristics on the parents and staff. The parent sample consisted of "old" and "new" parents. That is, due to the data collection period, "old" parents were interviewed near the end of the school year (n=250), while "new" parents were interviewed at the beginning of the school year (n=95). It should be noted that the sample included Head Start parents as well as parents who paid for child day care. Thirty-four (34) percent of the parents were fathers. The mean age for all parents was 29.14 years (SD=6.80).

Table 1

Descriptive Summary of Parents

Background Characteristics	N	%
Type of Parent		
Old	250	73
New	95	27
	345	100
Gender		
Female	227	66
Male	118	34
	345	100
Age*		
18 - 25 years	108	32
26 - 35 years	193	57
36 years or older	39	11
	340	100
Marital Status		
Never married	164	49
Married	105	32
Separated	44	13
Divorced	12	4
Widowed	6	2
	331	100
Education		
Less than 12th grade	80	24
High school graduate/GED	204	60
Some college (1-3 years)	32	9
B.S., M.S., Ph.D.	25	7
	341	100
Relationship to the Child		
Mother	203	60
Father	88	26
Male friend/godfather	17	5
Stepfather	4	1
Grandmother	5	1
Grandfather	3	1
Aunt	10	3
Uncle	6	2
Others	4	1
	340	100
Number of Children		
None	12	4
One	99	29
Two	121	36
Three or more	105	31
	337	100

*Mean age for women was 28.19 years (SD=6.53) and for men, it was 30.96 years (SD=6.96).

Table 2

Descriptive Summary of Staff

Background Statistics	N	Percent
Gender		
Female	27	96
Male	1	4
	28	100
Age*		
20 - 25 years	14	61
26 years or older	9	39
	23	100
Education		
Jr. high school	3	11
High school	8	28
1-3 years college	7	25
College graduate/postgraduate	10	36
	28	100
Job Title		
Center director	4	15
Teacher	9	33
Teacher's aide	7	26
Home visitor	4	15
Other	3	11
	27	100
Length of Employment		
Less than 1 year	7	29
1 to 5 years	8	33
6 to 10 years	4	17
11 years or more	5	21
	24	100

*The mean age for the total group was 35.52 years (SD=10.05)

The mean age for fathers was 30.96 years (SD=6.96); it was 28.19 years (SD=6.52) for mothers. The majority of fathers were either married (50%) or never married (37%). Only a small percentage was formerly married (13%). In contrast, a larger percentage of mothers was never married (56%), while smaller percentages were either currently married (22%) or formerly married (22%). In terms of education, most of the fathers (49%) and mothers (66%) had completed high school. One-third of the fathers had one or more years of college education, compared to 8 percent of the mothers. Although information was not obtained on the parents' employment status, information about their skills was obtained. Most of the fathers reported having craftsman, clerical, and operative skills, while most of the mothers reported having clerical and health services skills.

Table 1 also shows the number of children the respondents had and the respondents' relationship to the child enrolled in the program. The fathers had twice as many children as did the mothers (2.47 vs. 1.10). The number of children for fathers ranged from 0 to 8 and for women, the range was 0 to 2. The respondents' relationships to the children varied from the biological parents to cousin. For the men, nearly three-fourths (74%) were the biological father; 13 percent were male friends; the remaining 13 percent were male relatives (grandfather, uncle, etc.). Ninety-two (92) percent of the women were the biological mother, while only 8 percent were grandmothers, aunts, or cousins.

Twenty-nine (29) staff persons participated in the needs assessment (Table 2). It must be noted that one respondent did not complete the background questions. The sample was comprised

mostly of women (96%). The ages of the staff persons ranged from 20 to 61 years, with a mean of 35.52 years (SD=10.05). Their educational backgrounds were varied. Eleven (11) percent of the staff sample had completed junior high school; 28 percent completed high school; 25 percent completed one to three years of college; and 36 percent had completed four years of college or had their master's degree. The job titles included center directors (15%), teachers (33%), teacher's aides (26%), home visitors (15%), and other (11%). The average length of employment with Head Start was 5.54 years. Twenty-nine (29) percent had been employed less than one year; 33 percent were employed from one to five years; and 38 percent were employed six years or more at Head Start.

Questionnaire Development. Two (2) needs assessment questionnaires -- one for staff and one for parents -- were developed (See Appendix B). Both questionnaires were developed on the basis of a review of the literature on parent involvement in their children's education and suggestions from the project's Advisory Committee, members of the parent policy board, and a consultant. Most questions on the parent survey were closed-ended, while the staff survey included both closed-ended and open-ended questions. The content areas, however, were the same for both questionnaires. It must be noted that some questions on the parent questionnaire were modified for parents responding at the beginning of the school year. For example, questions pertaining to parents' actual participation in various program activities were rephrased to ask for expected participation in center activities.

Questionnaire items included the following:

(a) Background Data

The background information on parents consisted of parent status in the program (regardless of whether the parent was interviewed at the beginning of the school year or towards the end of the school year), gender, age, marital status, education, the exact relationship to the child in Head Start, the number of children, and other educational training or skills. Background data on staff included gender, age, education, other educational training or skills, job title, and length of employment with Head Start.

(b) Parent Participation in Head Start Activities

In this section, questions were developed to determine the frequency of participation and the types of activities in which parents participate. Additional items were included on the staff survey to gain some idea of the number of parents who are involved on a weekly basis, which parents (by gender and age group) are involved, and an overall rating (from excellent to poor) of father involvement at the center.

(c) Importance and Effects of Father Involvement

Several questions were developed to ascertain the importance of involving fathers and the positive and negative effects of father involvement. One question was included to obtain an overall rating (from very important to not important at all) of the importance of father involvement. To assess the effects of father involvement, 11 statements were developed regarding aspects of father involvement that may or may not be beneficial to fathers and their children. The

responses to these statements ranged from strongly agree to strongly disagree. On the staff needs assessment survey, these items were modified and expanded. Three (3) lists were developed pertaining to the benefits of father involvement to the child's development, the father's personal growth, and the operation of the Head Start center. Responses ranged from no benefit to much benefit and don't know. In addition, nine statements were included to tap perceptions of the detrimental effects of parent involvement, in general, on the child's learning experiences or center operations. The responses to these statements ranged from strongly agree to strongly disagree.

(d) Barriers to Father Involvement

One (1) question was developed to assess the reasons for low father involvement. Respondents were presented a list of 20 possible reasons and asked to indicate which ones were most responsible for low father involvement.

(e) Strategies to Increase Father Involvement

Respondents were asked to indicate which of 17 strategies would be effective in soliciting their participation. This section for staff persons also included questions related to strategies most effective in soliciting parent participation and current strategies being used by the center to increase father involvement.

(f) Involvement in Model Program

The final question was developed to obtain some idea of the level of participation that could be expected by parents and

staff in a model program to increase father involvement. Additional questions were developed for staff regarding the ways in which they would like to be involved and the types of activities they would like to see as part of the model program.

Data Collection Procedures. Two (2) procedures were used to collect the needs assessment data. Parents were interviewed in their homes or at the Head Start centers where their children were enrolled. Interviewers read to all participants a preamble which described the purpose of the project and the objectives and content of the needs assessment. They were promised confidentiality and told that their participation was completely voluntary. No names were put on the questionnaires. Interviews lasted approximately 15 minutes.

The staff needs assessment was self-administered. A preamble describing the project's purpose, the objectives, and content of the needs assessment was attached to the questionnaire. Staff members were ensured confidentiality and asked not to write their names on the questionnaire. When the staff persons completed the questionnaire, they were asked to put it in a sealed envelope and return it to the director of the center.

Interviewer Training. Seven (7) interviewers were trained by the project's staff. All of the interviewers were Head Start parents. They were selected on the basis of recommendations from the members of the project's Advisory Committee. An intensive one-day training session was conducted. The session entailed the following activities: (1) a description of the purpose of the project and the needs assessment, (2) an overview of general

interviewing techniques, (3) role-playing of the interview, (4) individual and group critiques, (5) techniques for editing completed interviews, and (6) recruitment of survey participants. Each interviewer was given two interviews to administer and, later, they were reviewed individually in order to correct any problems and offer suggestions.

Data Analysis. In view of the objectives of the needs assessment, the planned data analysis involved conducting descriptive statistics: frequencies, percentages, and cross-tabulations.

Results

Level of Participation. Some objectives of the needs assessment were to determine the level of father and mother participation and to identify the types of activities in which they were most likely to participate. Parents were asked to indicate how often they participated in various Head Start activities (Table 3). Fathers were found to be less involved in activities than were mothers. Most of the fathers indicated that they either never participated in Head Start activities (43%), or participated a few times a year (29%). In contrast, most of the mothers were either involved once a week or more (22%), once or twice a month (24%), or every two or three months (20%). Similarly, 97 percent of the staff persons indicated that mothers were more likely to be involved in center activities than were fathers. They also indicated that the majority of parents who participated (64%) were between 24 to 29 years of age. Finally, staff persons were asked to rate father involvement in their

Table 3

Frequency of Participation in Program Activities*

Frequency	Fathers N	Fathers %	Mothers N	Mothers %
Once a week or more	6	7	35	22
Once or twice a month	10	11	39	24
Every two or three months	9	10	32	20
A few times a year	26	29	39	24
Never participate	39	43	15	10
	90	100	160	100

*Data represent responses of the old parents only.

centers. The majority rated father involvement as poor (41%). However, a sizeable number (28%) rated it as excellent.

Table 4 shows the activities in which parents participated during the school year. Tutored child (77%) was the only activity that was frequently mentioned by fathers. Approximately a third of the fathers indicated that they attended parenting seminars (36%), chaperoned field trips (37%), monitored classroom activities (33%), and monitored children's play time (37%). However, nearly 50 percent or more of the mothers tutored their children (80%), attended parenting seminars (57%), participated in fundraisers (52%), chaperoned field trips (54%), monitored classroom activities (53%), and monitored children's play time (48%). Staff persons reported that parents were more likely to chaperone field trips (54%) and participate in fundraisers (24%). They reported that fathers were more likely to chaperone field trips (48%) and participate in holiday events (14%). They wanted to see father involvement increased in the classroom (31%), chaperoning field trips (23%), and attending parent policy meetings (15%).

Attitudes Towards Father Involvement. Other objectives included determining the importance of involving fathers in the educational experiences of their children and assessing the positive and negative effects of father involvement on the child, the father, and the center. When asked about the importance of father involvement, the majority of fathers (97%), mothers (98%), and staff persons (100%) felt that it ranged from important to very important (see Table 5).

Table 4

Activities Participated in During the Past Year*

Activity	Fathers Yes N	Fathers Yes %	Mothers Yes N	Mothers Yes %
Tutored child	69	77	128	80
Attended parenting seminars	32	36	90	57
Participated in fundraisers	17	19	82	52
Chaperoned field trips	33	37	87	54
Monitored classroom activities	30	33	85	53
Monitored children's play time	33	37	77	48
Participated in holiday events	17	19	71	44
Served on parent policy council	10	11	59	37
Enrolled in educational classes	18	20	44	28
Enrolled in job training	22	24	45	28
Assisted in Head Start office	7	8	41	26
Assisted with custodial tasks	15	17	36	22
Assisted in kitchen	10	11	38	24
Assisted with transportation	26	29	25	16
Enrolled in arts/crafts classes	8	9	20	13

*Data represent responses of the old parents only.

Table 5

Importance of Father Involvement in Young Children's Education

Rate Importance	Fathers N	Fathers %	Mothers N	Mothers %	Staff N	Staff %
Very important	85	74	175	79	24	83
Important	27	23	42	19	5	17
Not important	3	3	4	2	-	-
	115	100	221	100	29	100

Tables 6 and 7 present the parents' perceptions of some positive and negative effects of father involvement. Approximately 90 percent of the fathers agreed with five of the six statements that father involvement is important to the father-child relationship. The majority of mothers (83% to 90%) also agreed with most of the statements. However, the statement about fathers using less physical punishment as a result of more involvement was endorsed by fewer parents (69% for both fathers and mothers). The perception of the negative effects of father involvement varied somewhat, although most fathers (69% to 82%) and mothers (65% to 76%) disagreed with the negative statements. However, more mothers agreed with the negative statements than did fathers. For example, 21 percent of the mothers felt that father involvement "may encourage the child to be too dependent."

The staff's perceptions of the positive effects of father involvement were very similar to those of the parents. Table 8 shows that a large percentage felt that father involvement was beneficial to the development of the child, to the father, and to the center operations. At least 70 percent or more reported that it was very beneficial to the child's social behavior, interaction with peers and adults, and social control. Over 70 percent felt that it was very benefical to the father's self-worth, educational development, commitment to the family, understanding of the child's growth/development, communication skills, and appreciation of the child's needs. Finally, over 75 percent of the staff indicated that the center benefits from father involvement (and parent involvement in general) by getting to know the parents,

Table 6

Parents' Perceptions of the Positive Effects of Father Involvement

Effects	Fathers						Mothers					
	Agree		Disagree		Not Sure		Agree		Disagree		Not Sure	
	N	%	N	%	N	%	N	%	N	%	N	%
Fathers learn to be more sensitive to their children	108	92	-	-	9	8	204	90	8	4	13	6
Fathers learn to be more affectionate with children	107	91	2	2	8	7	195	86	5	2	26	12
Fathers learn to reason with their children	106	91	2	2	9	7	196	87	7	3	23	10
Fathers use less physical punishment	80	69	18	15	19	16	153	69	28	12	43	19
Fathers encourage children to be more expressive	107	91	1	1	9	8	184	83	8	3	34	14
Fathers have a clearer understanding of their children's development	106	91	1	1	9	8	194	87	11	5	18	8

Table 7

Parents' Perceptions of the Negative
Effects of Father Involvement

Effects	Fathers						Mothers					
	Disagree		Agree		Not Sure		Disagree		Agree		Not Sure	
	N	%	N	%	N	%	N	%	N	%	N	%
Encourage the child to be too dependent	93	79	17	14	8	7	155	69	46	21	23	10
Encourage the child to be too aggressive	97	82	12	10	9	8	146	65	39	17	40	18
Restrict the child's growth/development	95	81	11	9	12	10	169	76	33	15	20	9
Restrict the father's time for his own personal activities	93	79	16	13	9	8	152	67	34	15	40	18
Involve the father in unimportant activities	89	77	11	10	15	13	152	77	31	16	14	7

Table 8

Staff Members' Perceptions of the Benefits of Father Involvement

Benefits	Much N	Much %	Some N	Some %	Little N	Little %	None N	None %	Don't Know N	Don't Know %
To the Child										
Self-concept	20	65	6	22	1	4	-	-	-	-
Inquisitiveness	12	48	10	40	1	4	-	-	2	8
Assertiveness	16	64	6	24	-	-	-	-	3	12
Aggressiveness	17	63	7	26	-	-	1	4	2	7
Verbal ability	25	86	3	10	1	4	-	-	-	-
Social behaviors	25	86	3	10	1	4	-	-	-	-
Interaction with peers	21	72	6	21	1	3	1	3	-	-
Interaction with adults	22	81	3	11	1	4	1	4	-	-
Attentiveness	17	68	6	24	1	4	-	-	1	4
Social control	18	75	4	17	-	-	1	4	1	4
To the Father										
Self-worth	19	70	4	14	4	14	-	-	1	3
Self-confidence	20	69	5	1	3	10	-	-	1	3
Educational development	22	79	4	14	2	7	-	-	-	-
Job development	16	57	6	21	4	14	1	4	1	4
Expand social circle	13	50	8	31	4	15	1	4	-	-
Commitment to family	22	76	3	10	4	14	-	-	-	-
Understand child's growth/develpment	22	74	6	21	2	7	-	-	-	-
Improve leadership skills	19	68	5	18	4	14	-	-	-	-
Improve communication skills	21	75	4	14	3	11	-	-	-	-
Appreciation of child's needs	23	79	4	14	2	7	-	-	-	-
To the Program										
Get to know parents	22	76	6	21	1	3	-	-	-	-
Learn about parents' values	23	79	5	17	-	-	1	3	-	-
Good staff-parent relationship	23	79	5	17	1	3	-	-	-	-
Assist Head Start staff	17	63	7	26	3	11	-	-	-	-
Easier to understand/interact with children	22	79	5	17	-	-	1	3	-	-
More time for planning	15	54	5	18	4	14	3	11	1	4
Discover needs of parents and children	21	75	6	21	1	4	-	-	-	-

Note: Percentages may not be equal to 100 due to rounding.

learning about parents' values, creating good staff-parent relationships, ensuring better interaction and understanding of children, and discovering the needs of parents and their children.

The staff was also asked about possible negative effects of parent involvement (Table 9). A significant number of staff persons reported that there were some negative consequences. For example, more than 40 percent agreed that: (1) parents are not concerned about the quality of their children's education; (2) the tutoring efforts of parents sometimes conflict with teachers' efforts; (3) many parents lack skills that are needed to assist staff; (4) many parents have negative attitudes towards the program and staff; and (5) sometimes parents have too much control over policy decisions. In addition to those perceptions of negative effects, a few staff persons (between 4% to 19%) indicated that they were unsure about the negative effects of parent involvement.

Barriers to Father Involvement. One of the most important objectives of the needs assessment was to determine the barriers to father involvement. Parents and staff were presented with a list of 20 statements and asked to indicate which factors contributed to fathers' low involvement in Head Start activities. The frequency of yes responses to each item was rank ordered for the three groups (Table 10). Variations between mothers' and fathers' rankings were minimal, except that mothers rated "father absent from the home" more often than did fathers. Fathers, on the other hand, rated "activities scheduled at inconvenient times" as a major barrier more often than did mothers. The highest

Table 9

Negative Effects of Parent Involvement as Perceived by Staff

	Agree		Disagree		Not Sure	
Effect	N	%	N	%	N	%
Parent involvement programs are too broad and should be limited to activities related to the education of children	9	32	17	61	2	7
Many parents are not concerned about the quality of their children's education	13	45	13	45	3	10
Tutoring efforts by parents sometimes conflict with teachers' classroom efforts	15	58	6	23	5	19
Many parents lack skills that are needed to assist Head Start staff and this impairs center operations	12	46	10	39	4	15
Many parents have negative attitudes toward the program and staff	11	44	11	44	3	12
Home and school environments should be kept separate in matters of curriculum development	9	36	16	64	-	-
Parents sometimes have too much control over policy decisions	10	42	11	46	3	12
Parent involvement causes the child to be too dependent on his/her parents	5	21	16	67	3	12
Many parents are not mature enough to be of significant help to Head Start staff	7	28	17	68	1	4

Table 10

Ranking of Reasons for Low
Father Participation

Reasons	Mothers	Fathers	Staff
Head Start staff is mostly female	1	1	6
Father is absent from the home	2	8	2
Activities are mostly female-related	3	2	8
Mothers don't tell fathers about the activities	4	4	5
Mothers don't encourage fathers to be involved	5	5	4
Fathers feel no need to be involved	6	7	1
Head Start staff does not view father involvement as important	7	6	14
Fathers are too impatient with children	8	10	9
Fathers are not clear about what parent involvement entails	9	9	4
Activities are at inconvenient times for fathers	10	3	12
Fathers feel children are the mothers' business	11	10	3
Fathers don't know how to work with young children	12	14	10
Fathers are uncomfortable with young children	13	15	7
Fathers feel that children are the program's responsibility	14	12	11
Parent involvement program lacks clear supervision	15	11	17
Fathers are incapable of working with young children	16	15	13
Fathers are not interested in their children's educaiton	17	16	15
Parent involvement program lacks clear goals and objectives	17	13	17
Fathers distrust Head Start staff	18	16	18
Head Start staff is unfriendly toward fathers	19	15	16

ranked items by the staff differed somewhat from those of both the mothers and fathers. The three major reasons perceived by staff were that "fathers feel no need to be involved," "the father is absent from the home," and "mothers don't tell fathers about the activities." The most frequently endorsed items by the parents were that "Head Start is mostly female" and "activities are mostly female-related." The lowest ranked items did not vary much across the three groups.

Strategies to Increase Father Involvement. A successful parent involvement program must use a variety of strategies to recruit parents, particularly fathers. The parents were asked to indicate which of 17 strategies would be effective in increasing father involvement (Table 11). Over 65 percent of both fathers and mothers felt that the most effective strategies included: (1) scheduling activities during evening hours, (2) sending flyers to parents, (3) asking parents for their ideas, (4) publishing a newsletter with information especially for fathers, (5) scheduling popular public figures to speak on issues related to father involvement, and (6) personalizing the outreach to parents (e.g., telephoning parents). Those strategies perceived as the least effective included providing funds for transportation, providing funds for child care, providing meals during activities, and making the center easily accessible to parents.

When this question was posed to staff members, the interest was in whether or not these strategies had been used by their centers. Of the 17 strategies listed, nine had been used by at

Table 11

Perceptions of Effective Strategies to Increase Father Involvement

Strategies	Fathers %	Mothers %	Staff* %
Publish newsletters with information for fathers	67	74	24
Send flyers to parents	72	77	88
Post flyers at school and in the community	48	51	58
Make the center easily accessible to the parents	44	46	73
Schedule popular public figures to speak on fathers	67	67	24
Develop a variety of activities	49	58	61
Schedule activities during evening hours	77	60	69
Schedule activities at various places	56	56	65
Develop activities that are fun, interesting, and informative	52	56	69
Provide funds for child care during activities	44	45	69
Provide funds for transportation to activities	38	40	38
Increase the number of men on staff	52	45	19
Provide meals at the various activities	42	44	77
Continually stress the importance of parent involvement	64	67	81
Continually ask parents for their ideas and suggestions	69	67	77
Sponsor seminars for men	47	51	11
Personalized outreach to parents via telephone	67	71	58

*Frequency of staff persons who indicated that their center had used the strategies to increase father involvement.

least 65 percent of the respondents. They included: (1) sending flyers to parents, (2) developing activities that are fun, interesting, and informative, (3) scheduling activities at various places other than the center, (4) scheduling activities during evening hours, (5) providing funds for child care so that parents can attend activities, (6) providing meals at activities, (7) continually stressing the importance of parent involvement, (8) making the center easily accessible to the parent, and (9) continually asking parents for their ideas and suggestions. Those strategies that may have been most effective in increasing fathers' participation were listed less often. They included sponsoring seminars for men only (11%), increasing the number of men on staff (19%), publishing newsletters with information for fathers (24%), and scheduling public figures to speak on issues pertaining to father involvement (24%).

Involvement in Model Program. The final objective of the needs assessment was to determine the interest and willingness to participate in a model program to increase father involvement. In addition, the respondents were asked to indicate the types of activities they would like to see implemented at their centers. The majority of fathers (88%) and mothers (79%) reported that they would be willing to participate in a model program. When asked about the implementation of possible activities, a long list emerged. The most often mentioned activities were father-only groups, father-child day, Father's Day program, seminars, and male-related activities such as sports. Similar activities were also listed by staff members. Unlike parents, staff members were not asked about their willingness to participate in a model

program, but rather in what ways would they be willing to participate. Only a few responded to the question, and their responses centered around the recruitment of fathers for the model program.

Discussion. The findings of this needs assessment survey supported the view that fathers' participation in Head Start is very low in comparison to that of mothers. Nearly three-fourths of the fathers reported that they participated in Head Start activities only a few times a year or not at all. When staff persons were asked which parent is more likely to participate in activities, no one chose fathers. In fact, a large percentage of the staff members gave father involvement a poor rating.

The notion that fathers' participation in the educational experiences of their children is important and can have positive consequences for the child, the father, and the Head Start program was also supported by the findings. A large percentage of the parents and staff felt that father involvement has many benefits. But, in view of the staff's outreach strategies, very few activities had been used to involve fathers. For example, staff members were asked about strategies used to attract fathers (such as scheduled public figures to speak on issues pertaining to fathers, increased the number of men on staff, and sponsored seminars for men only). Only a few (less than 25%) reported that they used these strategies. In spite of the perception that father participation is needed and beneficial to everyone involved, the low participation rates and limited outreach strategies directed at fathers suggest that parents and staff may

not be totally convinced of this notion or are not aware of how to effectively reach fathers.

An examination of the negative effects of parent involvement indicated that parents and staff persons did not view such involvement as totally positive. This perception was more often held by staff persons than by parents, however. For example, some staff persons were concerned that many parents are not concerned about the quality of their children's education and that sometimes the tutoring efforts of parents and teachers conflict. It was also felt that parents lacked the skills needed to assist with office operations. Moreover, it is important to note that some staff persons were unsure about the negative consequences of father involvement, suggesting that some staff members are not convinced of the positive or the negative influences of some aspects of parent involvement programs. Furthermore, these findings suggest that some staff persons may not be fully aware of or in accord with Head Start's philosophy on parent involvement, particularly if they are new staff members.

Finally, the major inhibiting factors to father participation were perceived as stemming from individual and organizational characteristics. Mothers and fathers felt that organizational features were primarily responsible for low father participation, while staff members felt that the fathers' attitudes and absence from the home were the primary inhibiting factors. In fact, none of the seven items related to organizational features appeared in the top five rankings for the staff. The staff also felt mothers played a cruical role in inhibiting father involvement. Both parents also indicated that the mothers' tendency not to encourage

participation and inform fathers about activities is significant in inhibiting participation by fathers.

In summary, the findings clearly document that the attitudes towards father involvement in the educational experiences of preschool children are generally positive. It appears that a great deal of time in designing programs does not have to be devoted to changing parents' attitudes about getting involved in their children's educational development. However, these findings demonstrate that attiudes do not necessarily materialize into behaviors. Although both parents and staff members felt such involvement was very important, father involvement was extremely low. Mothers felt that they were partly responsible, as did the fathers and Head Start staff. Interestingly, many fathers felt that the staff and mothers were primarily responsible, while staff members felt that fathers were primarily responsible for their low involvement. It is apparent that these differences in perceptions of the problem reflect differences in values, expectations, and actual experiences. When designing parent involvement programs, a recognition of various differences between parents' roles and expectations and those of the Head Start professionals is crucial. Strategies to eliminate these conflicts will probably have to be developed via staff development training. It will also be advantageous to consult with fathers and mothers when designing such program content and procedures for program implementation.

Objective 2: To design an operative model for father involvement in Head Start programs.

The purpose of Objective 2 was to translate the information from Objective 1 into a viable program. The original plan was to have the project staff develop a model based on the results of the needs assessment and present the model to the Advisory Committee for review and adoption. The needs assessment process, results, and subsequent heated discussion altered this approach. An additional step was added. A curriculum committee was formed to allow greater participation by Advisory Committee members in planning the model.

It is worth noting that both mother and father participation was perceived to be low. Staff members who had worked with Head Start or other preschool programs a number of years observed that the quantity and quality of parent participation had been slowly declining over the years. The project found itself, therefore, addressing general issues of parent participation in addition to the special problems of father involvement.

Programs Planned

Separate programs were planned for staff and parents. Each is described below in terms of the need, proposed program, and approach. In addition, community level activities are described.

Staff Program

(a) Staff Problem. The needs assessment revealed that the Head Start staff's attitudes towards parents and father involvement conflicted with regard to the value of parent involvement. Almost all staff persons believed that parent/father involvement is important, yet a disturbing number of staff members

expressed skepticism about the specific benefits of parent/father involvement in center and child activities. One interpretation of this seeming discrepancy is that, although the staff is in complete accord with the premise that parent/father involvement is critically important to the vitality and success of the center, the child, and the family, the staff has also had to face the reality of trying to translate this theory into action. Low pay, high staff turnover, the lack of training and support to address the multiple service needs of their parent population (such as substance abuse and family violence), and a few unpleasant confrontational experiences with parents are some of the reasons contributing to the paradoxical position the staff holds about parent involvement. The scope and resources of this project precluded the exploration of all these problems. It was decided to address the problems of attitudes towards parent/father involvement and the need for support.

(b) Proposed Program for Staff. The staff's program essentially centered on the presentation and reemphasis of Head Start's commitment to parent involvement, the overall value of father involvement, the need for parent and father involvement for Black children, the results of the needs assessment, and the provision of information and referrals for outside support. The materials needed to present this information already exist. The project did compile an annotated bibliography on Black fathers with a section on fathering to share information on the strengths and problems encountered by Black men in families as well as the fathering experience in general. (A copy is in Appendix C.) The Department of Education's "What Works" book was shared with staff,

because it emphasizes the importance of parent involvement in children's educational achievement.

(c) Approach for Staff. Both formal and informal approaches were planned for the staff component of the project. Formally, the project staff planned to participate in staff development activities and other meetings already scheduled. In this way, no additional meeting requirements would be made of staff members. The project staff, therefore, asked to be notified and included on the calender of appropriate center events. One training session with the combined center's staff and at least one meeting at each site were planned.

More of the transmission of information was expected to result from informal gatherings and contacts. It became evident in the early stages of the project that opportunities for exchanging information and concerns on father involvement arose spontaneously when recruiting Advisory Committee members, planning the needs assessment, or calling a center for information, for example. The unplanned one-on-one contacts with staff members provided chances to share information.

Parents' Program

(a) Parents' Problems. Both fathers and mothers acknowledged through the written needs assessment that their participation in center activities was low. They differed, however, in the degree to which they believed certain specific factors contributed to father participation. Men were more likely to believe that fathers did not participate, because females and female-related activities dominated, activities were scheduled at inconvenient times, and fathers were not informed about

activities. Mothers were more likely to state that fathers did not participate more, because females and female-related activities dominated, the fathers were absent from the home, and mothers did not inform the fathers of activities or encourage them to participate. Staff members were more likely to believe that fathers did not participate, because they felt no need to be involved, were absent from the child's home, believed children are the mothers' responsibility, and fathers are not informed about or encouraged by mothers to participate. Although it appears that each of the three groups views the causes of low father participation differently, it must be remembered that the differences are only in the ranking of the causes, not in the causes per se. Mothers and fathers agreed on the top five reasons (although fathers were less likely to believe that absence from the home was a reason). Interestingly, mothers, fathers, and staff generally agreed on the factors least likely to be responsible for low father involvement (e.g., fathers distrust staff, staff is unfriendly to fathers, the parent involvement program lacks clear goals and objectives, fathers are not interested, or fathers don't know how to work with young children). These problems were, therefore, eliminated from consideration as focal points for program planning.

Overall, four problems stood out as most responsible for low father participation. The first was the need for information. Everyone agreed that mothers did not tell fathers about or encourage them to participate in Head Start activities. This suggests that fathers did not know about the activities or the value of their participation in them. It is also possible that

the fathers' absence from the home, the second highest ranked reason given by mothers and staff, may be an acknowledgment of the difficulty of relaying information to the father. The third problem addressed was the predominance of female and female-related activities. Lastly, the scheduling of activities at convenient times, paricularly for fathers, had to be considered.

(b) Proposed Program for Parents. The staff -- with input from the curriculum committee -- developed a structured plan for parent involvement activities. The plan was sufficiently open, however, to allow the participating centers to suggest activities and strategies. Only one firm decision was made by the curriculum committee -- that there would be two programs at two centers. One program would be for mothers and the other would be for fathers. The Advisory Committee members were adamant about this division, because they strongly believed that male-female conflicts are an underlying cause of the low rate of father involvement. Most of the staff could recount a few unfortunate incidents where parents--who, it must be remembered, are frequently not married to each other--were openly hostile towards one another and other romantic interests of the former companion. Staffers were reluctant to initiate a program that might aggravate these hostilities. On the other hand, many mothers appeared to the staff to have no relationship with their children's father as a couple or as parents of a mutual child. (Appeared is the key word because some women may claim to know nothing of their children's father in order to meet certain eligibility criteria for various government assistance programs.) In addition, within the Black

community nationally and especially in the project city, the issue of male-female relationships and the crisis of the Black family is frequently and hotly debated. The finding that mothers did not tell fathers about activities or encourage them to participate could reflect an undercurrent of general wariness or cautiousness between Black men and women.

The content of the parents' program was designed to emphasize the three following issues: the child's need for the involvement of both parents in his or her life, discussion of personal and center barriers that interfere with parental participation, and parent-child activities designed to attract fathers, in particular.

(c) Approach for Parents. The program for parents would be instituted through the provision of written information, the planning of special events, and the emphasis of father involvement in ongoing center activities. The project did not want to sponsor a program of activities that was expensive and could not be maintained by the centers after the project ended.

Sites

Two (2) sites were selected. They were the Early Childhood Development Center #1 (ECDC #1), a United Planning Organization center, and Mt. Moriah, a National Day Care Center. Each was selected, in large part, because the directors were willing, cooperative, and experienced and the need for increased father involvement at those sites was high. ECDC #1 was selected to be the center for the father's discussion group and Mt. Moriah was selected as the site for the mother's group.

More information about the sites is presented in Section E. Problems and Strengths.

Community Wide Activities

A Black Fathers' Symposium Committee was formed to publicize the need for the increased involvement of Black men in family and community life, and to increase the awareness and involvement of the larger community. This committee was not designed to focus only on fathers of children in Head Start. In fact, a concern that was frequently expressed whenever we initially met with Head Start staff, parents, or other interested parties was the reason for the targeting of Head Start fathers. There was apprehension that the stereotype of the poor Black man being an irresponsible, neglectful, absent father was being perpetuated. It was made clear that the low rate of father participation in children's education was a problem in this country without significant color, ethnic, or income boundaries. The consequences of low father involvement for poor children and Black and other minority children, however, are likely to be more severe than are the consequences of similarly situated affluent or white children. With this common understanding, a community-wide network of people was fairly easy to recruit.

The Symposium Committee was composed of representatives from public agencies, the university, and social and fraternal groups. Some of the more active members included representatives from Cities-In-Schools, a city sponsored teen pregnancy program; Planned Parenthood; the MAAT Institute, a private counseling center whose director specializes in working with Black adolescent males; the D.C. Commission on Public Health; Head Start; the

Public Broadcasting Service; Delta Sigma Theta Sorority; and Concerned Black Men. A partial list of members is in Appendix D.

Meetings were hosted by the Institute and were scheduled as needed, usually full committee meetings were held every two to three months. At the first few meetings, the needs of Black fathers were identified and discussed. The most pressing problems facing Black men and consequently influencing their participation in family and community life were employment, training, education, male-female relationships, early parenting, and substance abuse. There was a great concern with the image of Black males presented through the media and its effects on how Black men perceive themselves and are perceived by others. After much discussion, the Symposium Committee decided to sponsor a conference on fathering for Black men.

A conference committee was formed to plan the conference. A committee member, the director of the MAAT Institute, obtained financial support for the conference from the Commission for Racial Justice, United Church of Christ.

The theme of the conference was "Black Men in the Lives of Black Children." It was held on a Saturday morning September 20, 1986 at Howard University's School of Social Work. Admission was free. The Rev. Anthony Lewis of Congressman Walter Fauntroy's (District of Columbia) office was the keynote speaker. Four (4) workshops, offered twice, were conducted: teen fathers as parents, the law and parenthood, child development, and the reconstituted family. Standing room only crowds were in the teen fathers' workshops. In general, the attendance was much greater than was anticipated. Nearly 140 Black males ranging in age from

pre-adolescence to retirement age attended. Written evaluations were extremely positive, with many men requesting that similar forums be offered again. (See Appendix E for assorted conference materials.) Numerous requests for copies ot the conference proceedings were received. A publication based on the conference proceedings is currently underway.

The conference generated a great deal of publicity. Staff and committee members were invited to participate in a number of radio and television shows about Black fathers and their relationships with their children. In fact, the committee's activities inspired some of these shows. Of the invitations received, approximately seven radio broadcasts were made and two TV shows were done. Some public service announcements were not run due to insufficient notification prior to the scheduled date of the conference.

The Black Fathers Symposium Committee is being continued by the Institute. Another conference is desired.

Other Activity

A curriculum for the home-based component of the Parent-Child Center was developed. (See Appendix F.) The purpose of the curriculum was to provide specific activities that parents could do with their children to encourage early interaction and to foster the attitudes and skills needed by the children for success in school, especially in science and math. Activities of particular attraction for fathers were designed and included. In addition, home visitors were encouraged to present the curriculum to mothers and fathers.

Implementation of the curriculum was the responsibility of the center, although project staff provided consultation on an implementation plan.

Phase 2. Implementation

Objective 3. To implement the father involvement model in a selected number of program centers in Washington, D.C.

Staff Activities

The major formal activity for the staff was a training session held in August, 1986. A half-day session on father involvement was incorporated into the grantee agency's staff training program. The staff from the two centers were specifically requested to attend and other staff in attendance participated. The content of the session was as follows: Overview of the project's purpose and goal; national perspective, initiatives, and resources (presented by Dr. Trellis Waxler of the national Head Start Bureau); problems and needs of Black fathers and families; results of the needs assessment; and plans for the model program. Examples were used during the session and participants were asked to share experiences and reactions. Information and resources were shared. The bibliography on Black fathers produced by the project and Reginald Clark's model of parent responsibility, as well as portions of What Works, a publication of the Department of Education were circulated.

One site was not represented at the training due to a loss of staff at that time. An abbreviated training session was held for that center in October.

Parent Activities

Full implementation of parent activities was scheduled to begin in September, 1986. Due to extensive changes in Head Start operations in the District that year, the project was delayed. These changes and subsequent delays are discussed later in the Problems and Strengths section. Each activity is described below.

- **Conference.** The "Black Men in the Lives of Black Children" conference was held in September. Flyers were distributed to, and announcements of the conference were made at, Head Start programs. Head Start staff and at least one father from ECDC #1 attended. Participants were not required to identify themselves as Head Start parents, so it is possible that other Head Start fathers were in attendance.

- **Parent's breakfast.** ECDC #1 sponsored a breakfast for parents to introduce them to the Head Start program. The project director attended and described the Father Involvement project. She talked individually to the fathers in attendance as well as to some of the mothers. They expressed support for the objectives of the program.

- **Theater performance.** A theatrical performance was planned as a non-threatening and entertaining means of attracting fathers and mothers to the center. The Everyday Theater performed at ECDC #1 in October. The staff and parents of Mt. Moriah, the other target site, were invited (with the offer of prepaid transportation costs for parents). The theater company, a group of 16- to 24-year-olds (many of whom have experienced severe personal problems, e.g., neglect, drugs, juvenile records, dropouts), depicts family and child problems through original vignettes and songs. The performance was held during the day. Children, parents, and staff (project, center, and UPO) attended.

- **Parents' meeting.** A staff person attended a parents' meeting at Mt. Moriah to explain the project and recruit participants. No mother volunteered or agreed to participate.

- **Newsletter.** A newsletter for ECDC #1 was jointly planned by the project director, center director, and UPO staff members. Regular features were to include reports from individual classroom teachers, a message from the center director, information from the parent coordinator, upcoming events, and information of

particular interest to father involvement efforts. "In the Know" was the name selected for the newsletter. The first issue featured stories on men in day care. A male teacher at ECDC #1, an administrator and former teacher, and a foster grandparent at ECDC #1 were interviewed. Copies were distributed by the center. A copy can be found in Appendix G.

- **Individual resource books were planned for each child and his/her family.** The book was to have a picture of the child and his/her father and/or mother. Information on at-home activities, child development, and such was to be included. This was never completed, due to delays (discussed in the next section).

- **Special trips.** Local trips were desired but not planned.

Phase 3. Evaluation

Objective 4. To conduct an evaluation of the effectiveness and efficiency of the model.

An evaluation of each major project activity is presented. Due to the differences in the type and purpose of activities, the evaluation criteria and measures vary. Generally, however, indirect and informal evaluation techniques were used. Problems that significantly affected project implementation and consequently evaluation are discussed.

Needs Assessment. The success of the needs assessment can best be determined by comparing the expected number of respondents to the actual number and examining the value of the information obtained. The Advisory Committee and staff had hoped that a minimum of 50 parents (mothers and fathers) would participate in the needs assessment. It was anticipated that few fathers would be respondents. In fact, over 300 parents participated; 118 of them were fathers or father figures. This response clearly demonstrated two things: one, fathers are willing to identify themselves as fathers, even in places where "single" mothers are the norm; and, two, parents are, to some degree, supportive of initiatives of the center and will reveal information in the interest of their children.

The information gathered through the survey instrument has been very useful to the project in identifying attitudes and barriers to involvement and conflicting perceptions about parent/father involvement and has use for others. It has been presented at conferences where it has been well received.

It should be noted, however, that Head Start staff were sometimes reluctant to participate in the written needs assessment for fear of reprisals if they answered honestly.

Community-Wide Efforts. Response to the charge for community-wide efforts to address increased Black father involvement across the board was high. Representatives from different public and private service and social organizations actively participated with the support of their respective organizations, e.g., allowed their staff to attend meetings during working hours. Financial support was provided for the major activity, the conference, by one of the organizations.

Again, as in the needs assessment survey, the number of Black men who came out on a Saturday morning to attend a conference on fathering far exceeded the committee's expectations. Where 25 to 50 participants were hoped for, over 140 came. The written evaluations of the conference were extremely positive.

Home-Based Curriculum. The home-based curriculum has not been formally evaluated; however, it has great potential for parent and center use. The curriculum is divided into separate free standing units that can be used by any parent or program without special training or expensive materials. Furthermore, many of the activities are especially designed to appeal to men.

Staff Activities. The training for staff seemed to be well received. Staff members were friendly, but appeared at times overwhelmed by the expectations of the program in which they

worked for the pay that they received. During the project period, administrative and staff changes occurred. At the time of program implementation, for example, Mt. Moriah was still trying to staff its center as most of the staff members had left. Staff time and morale, throughout the project period, varied in response to organizational changes.

Parent Activities. The implementation of model parent activities which was to run for four months unfortunately coincided with operational changes in the local Head Start centers. The most significant change was the curtailment of the center hours: Head Start became a half-day program. In addition, center allotments and/or programs were changed. At the same time that these changes went into effect, the local school system started a pre-kindergarten program for four-year-olds that closed two hours later than Head Start. As a result of these changes, many eligible parents did not enroll their children in Head Start. Staff members were busy recruiting students during the months chosen for project implementation. The two sites started off the year with enrollments that appeared to be anywhere from 70-90 percent below capacity. Their primary focus, and rightly so, was on child enrollment and not father involvement.

All of the activities that were implemented -- especially the newsletter and the theater group -- were positively received. However, parent attendance like child enrollment was extremely low. Some activities -- e.g., the trips and the discussion groups -- were not attempted, in part, due to the low enrollment.

The model program of parent activities, for all intents and purposes, was not fully implemented due to the unfortunate timing of the project. The participation of the fathers in the needs assessment and the conference strongly suggests that they are willing to become involved in activities concerning their children.

D. DISSEMINATION

The results of various facets of the project have been disseminated through conference presentations, the public media, and consultation with other professionals.

Conference Presentations. Presentations on the project have been made at the following conferences:

- Regional Head Start Training Conference (September, 1985 in Harrisburg, PA)
- National Council on Family Relations (November, 1985 in Dallas)
- Annual Symposium on Parenting (March, 1986 in Philadelphia)
- Head Start Program of the National Association for the Education of Young Children (November, 1985 and fall of 1986)

The conference sponsored by the project's Black Fathers Symposium Committee facilitated the dissemination of information about the importance of father involvement in children's development.

Opportunities for conference presentations continue. A joint presentation on parent involvement has been submitted to the American Education Research Association for presentation in April, 1988.

Public Media. The role of Black men in the social and educational development of their children was presented by project staff and Symposium Committee members (usually male) through several radio and TV programs. Of these, three were at least 30 minutes in length.

Consultation. The experiences and findings of the project have been and are being shared informally with other

professionals. More formally, the project director has provided information on barriers to parent involvement to another grant recipient.

Written Products. The bibliography on Black fathers and the curriculum for parents is available for other centers and parents. An article for journal submission and a publication based on the conference proceedings are being prepared.

Continuing Activities. Dissemination activities will continue with concentration on written products. The Black Fathers Symposium Committee will also continue.

E. PROBLEMS AND STRENGTHS

During the project period, a number of problems arose that impeded the progress of the project. Some of these problems were particular to the local Head Start program, but some appear to be widespread and significant for all programs especially those in urban areas. They are identified here in order to present a better perspective on what is already recognized within Head Start as a troubled area -- achieving high levels of parent involvement. A cautionary note must be made. Some of the problems cited are based on observations of the project staff. No formal process revealed these problems. In addition to the problems, some outstanding strengths were also observed in the same casual manner. Both problems and strengths are presented with limited commentary. It is hoped that these observations can help in future program planning.

Problems

Organizational Problems. The problems that most affected the project were the drastic changes that occurred within the local Head Start grantee organization. Among those changes were the replacement and reassignment of key administrators, the physical relocation of the grantee agency, the unwanted (by the centers) reduction by half of the program day, and the loss of staff. These organizational disturbances, as might be expected, hampered new program efforts as most centers and staff had to adjust to the new demands these disturbances created. The reduction in the program day, in particular, affected the project. Enrollment in Head Start was severely low when the program year started. For

two months or more, the center sites were busy canvassing for eligible children. They found themselves in competition with the public school system which, coincidentally, had just started a full-day preschool program. Fortunately, a full-day program was reinstituted but that occurred after the project was officially over.

Multiproblem Families. Social service agencies and private practitioners increasingly describe clients -- especially children and young families -- as having multiple, severe problems for which solutions are long-term, demanding, expensive, and, often, unavailable. Head Start centers are seeing similar families. In urban areas, in particular, centers are serving poor children and families with a host of problems. Homelessness, drug abuse, teenage pregnancy, and family violence are some of the problems that complicate other problems like inadequate education, unemployment, and poor parenting skills. Staff members express sympathy for the families, but experience frustration and despair when attempts are made to help. What can they do with their limited budget, salaries, training, and resources?

Staff Support. Head Start staff seem to be discouraged by the support offered them, particularly in terms of their salary. There were grumblings expressed about the low salaries and the frequent loss of good workers to the school system where pay is higher. Staying with Head Start -- especially at non-administrative levels -- costs individuals. For the demands and responsibilities placed on staff persons, better pay and better training are critically needed.

Strengths

The most notable strengths observed were those involving people.

Head Start Staff. With all the demands placed on them and the limited resources, the Head Start staff was, overall, very dedicated and committed to the families they served. Many were eager and cooperative. The parent coordinators and directors were especially talented and inventive.

Community Organizations and Persons. The success of the conference and the Black Fathers Symposium Committee demonstrates the concern and willingness of organizations and individuals to work towards increasing fathers' involvement in their children's lives. Some way to harness that energy is needed.

F. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The project revealed information and insights into parent involvement in Head Start generally as well as the specific involvement of Black fathers. The most important information in terms of the validation of Head Start concerns and the need for direction can be summarized in six concluding observations. First, Black mother involvement in Head Start activities is low and Black father involvement is extremely low. Parents and staff attest to this. More serious, however, is the possibility that staff expectations for the amount and type of involvement by Black mothers and fathers have subtly changed over the last few years and may be different from the expectations held at the national Head Start level. These staff expectations may also alter (as a halo effect) the parents' involvement.

Second, Head Start staff is committed to the historical idea and value of parent involvement and the present critical need for the involvement of Black mothers and fathers in their children's education. They are, however, frustrated by the limitations of information and support resources to make significant changes.

Third, parent needs, particularly the needs of low-income Black fathers and mothers in urban areas, are great. Parents and families with multiple, serious needs and problems are becoming a significant population. Poverty (whether an individual is employed or not); homelessness (or the real threat of homelessness); poor, larger world social skills; "too young," immature parents; inadequate family and community support;

illiteracy (both academic and cultural); and substance abuse are just some of the serious problems confronting a growing number of low-income families. Many parents come to Head Start encumbered by these problems. On the other hand, the needs assessment revealed a significant minority of parents may not be as ill prepared for the world as casual observation suggests. For example, a third of the male respondents had some college education. This finding highlights the need for diverse programs and approaches.

Fourth, Black fathers are interested in their children's development. This affirmation of interest and concern is important to recognize. It may not be evident in behavior, but the interest is there. Converting that interest to long-term commitment and meaningful parental behavior is the challenge.

Fifth, Head Start staff, mothers, and fathers differ in their perceptions of the causes of low father involvement. It is likely that they differ also in their attitudes towards and perceptions of the appropriate roles of the staff, fathers, and mothers. These differences must be substantively addressed--not just acknowledged.

Sixth, the larger Black community is committed to many of the same goals as Head Start, and it is responsive to collaborative efforts to achieve those mutual goals.

Recommendations

The following recommendations are suggested as steps towards developing effective father (and parent) involvement programs in Head Start.

1. Review the expectations of the parent involvement component in view of parent needs and staff support and resources. It is likely some adjustments will have to be made.

2. Develop parent involvement programs that are more cognizant of not only male interests, but also child, family, and marketplace needs.

3. Continue the process of needs assessment by asking for continuous feedback from mothers and fathers. Initial family assessments are a good start, but progress should be continuous. Family assessments may mean two sets of assessments for one child.

4. Involve more men and other community groups in Head Start operations as staff, advisors, or collaborators.

5. Provide greater support -- preferably in pay and also in resource support -- to Head Start staff.

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APPENDIXES

APPENDIX A

ADVISORY COMMITTEE MEMBERS

Advisory Committee Members

United Planning Organization
Preschool and Day Care Division

Mr. Richard L. Patterson, Head
Mrs. G. Niobe Marshall

Capital Head Start Association

Ms. Susan Hayes, Executive Director
Mr. Archie, Parent

National Child Day Care Association

Mrs. Audrey Jones, Parent Involvement Coordinator
Ms. Sandra Harris, Parent

Washington, DC Parent-Child Center, Inc.

Ms. Valerie Ashton, Director of Family Life Education
Ms. Maxine Ashford, Parent

Consolidated Head Start Program

Mrs. Beverly Langford-Thomas, Director
Mr. Kevin Mills, Parent

Involvement of Black Fathers in Head Start Project
Institute for Urban Affairs and Research
Howard University

Dr. Lawrence E. Gary, Principal Investigator
Ms. Lula Beatty, Project Director
Ms. Gayle D. Weaver, Research Associate
Ms. Theodora Gray, Graduate Assistant

APPENDIX B

NEEDS ASSESSMENT QUESTIONNAIRES

IUAR
Institute for Urban Affairs and Research

PREAMBLE: Father Involvement In Head Start

The Institute for Urban Affairs and Research, Howard University, is implementing a project to develop strategies to increase fathers' involvement in Head Start programs. Father involvement, for this project, is defined as the participation of adult male role models from the children's families or social networks in Head Start program activities. Therefore, adult male role models can be the father, grandfather, uncle, cousin, or a close family friend.

The first objective of the project is to conduct a needs assessment on the involvement of Black fathers or male role models in Head Start activities. You will be asked questions about the need for father involvement, the reasons for low father involvement, and ways to increase father involvement. If you should come to a question that you do not want to answer, please go on to the next question. There are no right or wrong answers to the questions. We are interested in your perceptions and opinions about father involvement.

Your participation is completely voluntary and all your answers will be kept strictly confidential. No names will be used. We are indebted to you for your assistance in this project.

Howard University
2900 Van Ness Street, N.W., Washington, D.C. 20008
(202) 686-6770

Father Involvement in Head Start
Staff Needs Assessment

Center: _____

ID No.: _____
(For Office Use Only)

1. Sex: Female ____ Male ____

2. What is your age? ____

3. What is the highest level of education you have completed? ___

_____

4. Please list other skills or educational training? _____

5. What is your job title? _____

6. Briefly describe your job: _____

_____

7. Length of employment at Head Start: _____

8. On the average, how many parents would you say participate weekly in the various activities offered by your Head Start center?
_____
(specify in numbers)

9. Which parents are more likely to be involved in center activities?
____ mothers ____ fathers (male role models)

10. Which age group best represents the majority of parents who attend center activities?

____ under 18 yrs.
____ 18 to 23 yrs.
____ 24 to 29 yrs.
____ 30 to 35 yrs.
____ 36 yrs. and above
____ no noticeable age difference

11. Overall, how would you rate father (or male role model) involvement in your center?

___ excellent ___ good ___ fair ___ poor ___ not sure

12. The following is a list of activities often offered by Head Start programs to involve parents in the education of their children. Please indicate which ones are offered by your center.

____a. Chaperone field trips
____b. Assist with administrative duties
____c. Organize special events (e.g., holiday programs)
____d. Organize fund-raisers
____e. Assist in the kitchen
____f. Assist with custodial duties
____g. Monitor children's classroom activities
____h. Monitor children's play time
____i Parenting seminars and workshops
____j. Educational courses (e.g., GED courses)
____k. Arts and crafts courses
____l. Job training
____m. Parent policy committee
____n. Other (please list them)

_____

_____

13. In which of these activities are parents most likely to participate?

_____

_____

14. In which of these activities are fathers (or male role models) most likely to participate?

_____

_____

15. In which of these activities are fathers (or male role models) least likely to participate?

_____

_____

16. In which of these activities would you like to see father (or male role model) participation increased?

_____

_____

17. Does your program have activities that are specifically designed for involving fathers (or male role models)? If yes, please list them.

_____

_____

18. Based on your experiences at your center, how important do you think it is to involve fathers (or male role models) in the educational experiences of their children?

____ very important
____ important
____ not so important
____ not important at all

19. The following is a list of some characteristics that are significant to the development of the child. Please indicate to what extent you feel father (or male role model) involvement is beneficial to the child in the following ways.

Characteristics	No Benefit	Little Benefit	Some Benefit	Much Benefit	Don't Know
Self-concept	_____	_____	_____	_____	____
Inquisitiveness	_____	_____	_____	_____	____
Assertiveness	_____	_____	_____	_____	____
Aggressiveness	_____	_____	_____	_____	____
Verbal ability	_____	_____	_____	_____	____
Social behavior	_____	_____	_____	_____	____
Interaction with other children	_____	_____	_____	_____	____
Interaction with adults	_____	_____	_____	_____	____
Attentiveness	_____	_____	_____	_____	____
Self-control	_____	_____	_____	_____	____

20. Are there other ways in which father (or male role model) involvement is beneficial to the development of the child? If yes, please list them.

_____

_____

21. The following is a list of some ways in which involvement in the child's educational experiences can impact upon the father (or male role model). Please indicate to what extent you feel involvement can be beneficial to the father (or male role model).

Impact on Father (male role model)	No Benefit	Little Benefit	Some Benefit	Much Benefit	Don't Know
Self-worth					
Self-confidence					
Educational development					
Job skills development					
Expand social circle					
Greater commitment to family life					
Greater understanding of the child's growth and development					
Leadership skills					
Communication skills					
Greater appreciation of the child's needs					

22. The following is a list of some ways in which parent (or father) involvement can be beneficial to Head Start centers. Please indicate to what extent you feel parent involvement has been beneficial to your center?

Impact on center	No Benefit	Little Benefit	Some Benefit	Much Benefit	Don't Know
Allows the staff to get to know the parents					
Learn about parent's feelings and values					
Develop good staff-parent relationship					
Assist administrators/ teachers with various duties					
Makes it easier for staff to understand and interact with children					
Allows staff more time for planning					
Discover the real needs of the parents and their children					

23. The following statements reflect some ways in which parent involvement might be detrimental to the child's learning experiences or to the center operations. Please indicate the extent to which you agree or disagree with the the following statements.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
a. Parent involvement programs are too broad in scope and should be limited to activities related to educating children					
b. Many parents are not really concerned about the quality of their children's education.					

c. The tutoring or teaching efforts by parents sometimes conflict with the teachers' classroom efforts. _____ _____ _____ _____ _____

d. Many parents lack the skills needed to assist at the various levels of Head Start and this impairs the center operations. _____ _____ _____ _____ _____

e. Many parents have negative attitudes toward the program/ center and staff. _____ _____ _____ _____ _____

f. The home and school environments should be kept separate in matters of curriculum development. _____ _____ _____ _____ _____

g. The parents in our center sometimes have too much control over policy decisions. _____ _____ _____ _____ _____

h. Parent involvement in the classroom causes children to be too dependent on the parents. _____ _____ _____ _____ _____

i. Many parents are not mature enough to be of significant help to Head Start staff. _____ _____ _____ _____ _____

24. There are a number of reasons for low father (or male role model) involvement in Head Start programs. The following is a list of some of those reasons. Please check the ones that you think are most responsible for low father (or male role model) involvement.

_____ activities are for the most part female-related

_____ Head Start staff is mostly female

_____ Head Start staff does not view father (male role model) involvement as particularly important

_____ Head Start staff is unfriendly toward fathers (male role models)

_____ fathers (male role models) feel there is no need to be involved, if the mother is involved

_____ fathers (male role models) distrust Head Start staff

_____ fathers (male role models) are uncomfortable with young children

_____ fathers (male role models) feel that children are the mother's business

_____ fathers (male role models) are too impatient with young children

_____ activities are offered at inconvenient times for fathers (male role models)

_____ fathers (male role models) are not really interested in their children's educational experiences

_____ fathers (male role models) do not feel they are capable of teaching their children

_____ parent involvement programs lack clear-cut supervision, planning, and specificity

_____ parent involvement programs lack clear-cut goals and objectives

_____ father (male role model) is absent from the home

_____ fathers (male role models) are not really clear about what parent involvement entails

_____ fathers (male role models) feel that the education of children is the center's responsibility

_____ fathers (male role models) do not know how to work with young children

_____ mothers do not tell fathers (male role models) about of the importance of their input

_____ mothers do not encourage fathers (male role models) to be involved with their children

25. Do you know of other reasons that are not listed above? If yes, please list them.

_____

_____

26. A successful parent involvement program entails using a variety of strategies to recruit parents (particularly fathers). Some of these strategies are listed below. Please check the ones that have been used by your program to solicit parent participation.

___ send flyers to parents

___ publish newsletter with information especially for fathers

___ schedule popular public figures to speak on various issues pertaining to father involvement

___ develop a variety of activities

___ schedule activities during evening hours

___ schedule activities at various places other than the center

___ develop activities that are fun, interesting, and informative

___ post flyers at school and in the community

___ provide funds for child care during parent activities

___ provide funds for transportation

___ increase the number of men on staff

___ provide meals at the various activities

___ continually stress the importance of parent involvement

___ make the center easily accessible to the parents

___ sponsor seminars for men only

___ continually ask parents for their ideas and suggestions

___ personalize outreach to parents, such as telephoning individual parents

27. Which of the strategies listed above were most effective in soliciting parent participation? _____

_____

28. Are there other strategies not listed above used by your program to involve parents? If yes, please list them.

_____

_____

29. Does your program have strategies that are specifically designed to involve fathers (or male role models)? If yes, please list them.

_____

_____

30. If a project to increase father (or male role model) involvement was offered to your center, in what ways would you be willing to participate?

_____

_____

31. What types of parent involvement programs or activities would you like to see implemented at your center?

_____

_____

Additional Comments

Father Involvement in Head Start
Parent Needs Assessment
(New Parent Form)

1. Sex: Female _____ Male _____

2. What is your age? _____

3. What is the highest grade level you have completed? _____
_____

4. Please list other skills or educational training? _____

5. What is your marital status? _____

6. What is your relationship to the child in the Head Start program? _____

7. How many children do you have? _____

8. On the average, how often do you think you will participate in the various activities sponsored by Head Start?

___ once a week or more
___ once or twice a month
___ every 2 or 3 months
___ a few times a year
_____ never

9. The following is a list of activities often offered by Head Start programs to involve parents in the education of their children and to contribute to the parents' personal growth. Please indicate the ones in which you think you will participate this school year.

___ Chaperone field trips
___ Assist in the Head Start Office
___ Organize special events (e.g., holiday programs)
___ Organize fund-raisers
___ Assist in the kitchen
___ Assist with transportation
___ Monitor children's play time
___ Attend parenting seminars and workshops
___ Enroll in educational courses (e.g., GED courses)
___ Enroll in arts and crafts courses
___ Enroll in job training programs
___ Serve on parent policy committee or council

___ Assist with custodial duties

___ Mointor children's classroom activities

___ Tutor child at home

___ Other (please list them)
_____

_____

10. How important do you think it is to involve parents in the educational experiences of their children?

__ very important __ important __ not so important __ not important at all

11. How important do you think it is to involve fathers (or male role models) in the educational experiences of their children?

__ very important __ important __ not so important __ not important at all

12. The involvement of fathers (or male role models) in children's educational experiences can be beneficial to the father-child relationship in a number of ways. Please indicate to what extent you agree or disagree with the following statements.

By involving themselves with their children.....	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
a. fathers learn to to be more sensitive to their children's needs	_____	_____	_____	_____	_____
b. fathers learn to be more affectionate with their children	_____	_____	_____	_____	_____
c. fathers learn to reason with their children	_____	_____	_____	_____	_____
d. fathers use less physical punishment with their children	_____	_____	_____	_____	_____
e. fathers encourage their children to express themselves	_____	_____	_____	_____	_____

f. fathers develop a clearer understanding of their children's growth and development _____ _____ ____ _____ _____

13. Some people feel that father involvement in Head Start activities may not be beneficial to the father or the child. The following list represents some ways in which father involvement may not be positive. Please indicate to what extent you agree or disagree with the following statements.

Father involvement may.....	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
a. encourage the child to be too dependent	_____	_____	____	_____	_____
b. encourage the child to be too aggressive	_____	_____	____	_____	_____
c. restrict the child's growth and development	_____	_____	____	_____	_____
d. restrict father's time for his own personal activities	_____	_____	____	_____	_____
e. involve the father in unimportant activities	_____	_____	____	_____	_____

14. There are a number of reasons for low father (or male role model) involvement in Head Start program activities. The following is a list of some of those reasons. Please check the ones that you think may be most responsible for low father (male role model) participation.

____ activities are for the most part female-related

____ Head Start staff is mostly female

____ Head Start staff does not view father involvement as particularly important

____ Head Start staff is unfriendly toward fathers (male role models)

____ fathers (males role models) are too impatient with young children

____ fathers (male role models) do not know how to work with young children

____ fathers (male role models) feel there is no need to be involved, if the mother is involved

____ fathers (male role models) distrust Head Start staff

____ fathers (male role models) feel that children are the mother's business

____ activities are offered at inconvenient times for fathers (male role models)

____ fathers (male role models) are not really interested in their children's educational development

____ fathers (male role models) do not feel they are capable of teaching their children

____ fathers (male role models) are uncomfortable with young children

____ parent involvement program lacks clear-cut supervision, planning and specificity

____ parent involvement program lacks clear-cut goals and objectives

____ father (male role model) is absent from the home

____ fathers (male role models) are not really clear about what parent involvement entails

____ fathers (male role models) feel that the education of children is the program's responsibility

____ mothers do not tell fathers (male role models) about the importance of their input

____ mothers do not encourage fathers (male role models) to be involved with their children

____ others (please list them)

_____

_____

15. A number of strategies for increasing father (or male role model) participation in Head Start program activities have been suggested. The following list represents some of those strategies. Please check the ones that you think will be effective in attracting their participation.

____ send flyers to parents

____ publish newsletter with information especially for fathers

____ schedule popular public figures to speak on issues pertaining to father involvement

____ develop a variety of activities

____ schedule activities during evening hours

____ schedule activities at various places other than the center

____ develop activities that are fun, interesting, and informative

____ post flyers at school and in the community

____ provide funds for child care during parent activities

____ provide funds for transportation

____ increase the number of men on staff

____ provide meals at the various activities

____ continually stress the importance of parent involvement

____ make the center easily accessible to the parents

____ continually ask parents for their ideas and suggestions

____ sponsor seminars for men only

____ personalized outreach to parents, such as telephoning individual parents

16. If a project to increase father (or male role model) involvement was offered in your child's center, would you be willing to participate in such an effort?

____ yes, I would ____ no, I would not

17. If yes to question #16, what types of parent involvement programs or activities would you like to see implemented in the Head Start program?

_____

_____

Additional Comments

Father Involvement in Head Start
Parent Needs Assessment

Center: _____

ID No: _____
(For Office Use Only)

1. Sex: Female _____ Male _____

2. What is your age? _____

3. What is the highest grade level you have completed? _____

4. Please list other skills or educational training? _____

5. What is your marital status? _____

6. What is your relationship to the child in Head Start? _____

7. How many children do you have? _____

8. On the average, how often do you participate in the various activities sponsored by Head Start?

___ once a week or more
___ once or twice a month
___ every 2 or 3 months
___ a few times a year
___ never

9. The following is a list of activities often offered by Head Start programs to involve parents in the education of their children and to contribute to the parents' personal growth. Please indicate the ones in which you have participated during the past year.

___ Chaperoned field trips
___ Assisted in the Head Start office
___ Organized special events (e.g., holiday programs)
___ Organized fund-raisers
___ Assisted in the kitchen
___ Monitored children's play time
___ Attended parenting seminars and workshops
___ Enrolled in educational courses (e.g., GED courses)
___ Enrolled in arts and crafts courses
___ Enrolled in job training programs

___ Assisted with transportation

___ Assisted with custodial duties

___ Monitored children's classroom activities

___ Served on parent policy committee or council

___ Tutored child at home

___ Other (please list them)

_____

_____

10. How important do you think it is to involve parents in the educational experiences of their children?

___ very important ___ important ___ not so important ___ not important at all

11. How important do you think it is to involve fathers (or male role models) in the educational experiences of their children?

___ very important ___ important ___ not so important ___ not important at all

12. The involvement of fathers (or male role models) in children's educational experiences can be beneficial to the father-child relationship in a number of ways. Please indicate to what extent you agree or disagree with the following statements.

By involving themselves with their children.....	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
a. fathers learn to to be more sensitive to their children's needs					
b. fathers learn to be more affectionate with their children					
c. fathers learn to reason with their children					
d. fathers use less physical punishment with their children					

e. fathers encourage their children to express themselves _____ _____ _____ _____ _____

f. fathers develop a clearer understanding of their children's growth and development _____ _____ _____ _____ _____

13. Some people feel that father involvement in Head Start activities may not be beneficial to the father or the child. The following list represents some ways in which father involvement may not be positive. Please indicate to what extent you agree or disagree with the following statements.

Father involvement may.....	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
a. encourage the child to be too dependent	_____	_____	_____	_____	_____
b. encourage the child to be too aggressive	_____	_____	_____	_____	_____
c. restrict the child's growth and development	_____	_____	_____	_____	_____
d. restrict father's time for his own personal activities	_____	_____	_____	_____	_____
e. involve the father in unimportant activities	_____	_____	_____	_____	_____

14. There are a number of reasons for low father (or male role model) involvement in Head Start program activities. The following is a list of some of those reasons. Please check the ones that you think are most responsible for low father (male role model) participation.

____ activities are for the most part female-related

____ Head Start staff is mostly female

____ Head Start staff does not view father involvement as particularly important

____ Head Start staff is unfriendly toward fathers (male role models)

____ fathers (males role models) are too impatient with young children

____ fathers (male role models) do not know how to work with young children

____ fathers (male role models) feel there is no need to be involved, if the mother is involved

____ fathers (male role models) distrust Head Start staff

____ fathers (male role models) feel that children are the mother's business

____ activities are offered at inconvenient times for fathers (male role models)

____ fathers (male role models) are not really interested in their children's educational development

____ fathers (male role models) do not feel they are capable of teaching their children

____ fathers (male role models) are uncomfortable with young children

____ parent involvement program lacks clear-cut supervision, planning and specificity

____ parent involvement program lacks clear-cut goals and objectives

____ father (male role model) is absent from the home

____ fathers (male role models) are not really clear about what parent involvement entails

____ fathers (male role models) feel that the education of children is the program's responsibility

____ mothers do not tell fathers (male role models) about the importance of their input

____ mothers do not encourage fathers (male role models) to be involved with their children

____ others (please list them)

15. A number of strategies for increasing father (or male role model) participation in Head Start program activities have been suggested. The following list represents some of those strategies. Please check the ones that you think will be effective in attracting their participation.

____ send flyers to parents

____ publish newsletter with information especially for fathers

____ schedule popular public figures to speak on issues pertaining to father involvement

____ develop a variety of activities

____ schedule activities during evening hours

____ schedule activities at various places other than the center

____ develop activities that are fun, interesting, and informative

____ post flyers at school and in the community

____ provide funds for child care during parent activities

____ provide funds for transportation

____ increase the number of men on staff

____ provide meals at the various activities

____ continually stress the importance of parent involvement

____ make the center easily accessible to the parents

____ continually ask parents for their ideas and suggestions

____ sponsor seminars for men only

____ personalized outreach to parents, such as telephoning individual parents

16. If a project to increase father (or male role model) involvement was offered in your child's center, would you be willing to participate in such an effort?

____ yes, I would ____ no, I would not

17. If yes to question #16, what types of parent involvement programs or activities would you like to see implemented in your Head Start program/center?

_____

_____

Additional Comments

APPENDIX C

BIBLIOGRAPHY ON BLACK FATHERS

A BIBLIOGRAPHY ON BLACK AMERICAN FATHERS with selected annotations

Compiled by
Saira Moini
and
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A

BIBLIOGRAPHY

ON

BLACK AMERICAN FATHERS

with selected annotations

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118

Introduction

The American family, the social sciences and the law are rediscovering fathers and the multiple roles they can play in their children's lives. Ten to fifteen years ago, fathers were viewed as detached and distant, primarily playing the roles of breadwinner and disciplinarian. They are now recognized as being important to their children's intellectual, emotional, and social development. Fathers are demonstrating competency in nurturing and raising children, within a traditional family setting or alone.

The long-standing image of Black men as incompetent fathers has been slower to change. Black fathers have been depicted as irresponsible, uncaring, inadequate, and often absent from their children's lives. Despite research findings to the contrary, the image persists.

This bibliography is an attempt to provide a balanced view of Black men as fathers. It addresses seven issues. Section I offers a brief overview of research on Black fathers. The next six sections present bibliographies with selected entries annotated. Section II provides a historical background on the Black American family by listing some readings pertaining to the African heritage of Blacks. The section also lists books and articles on family structure and functioning, female-headed households, participation of fathers in decision-making, and parent-child relationships.

Section III addresses the father's changing role in modern society and presents information on his instrumental (economic support) and his expressive (domestic and emotional) functioning. Today, a blending of these once distinct roles is evident. Sections IV and V focus on readings about father-son and father-daughter relationships, emphasizing the father's central role in the personality development and sex-role socialization of his children.

Section VI lists books and articles concerning the single or remarried father, such as child custody, child support (for non-custodial fathers), and raising children/stepchildren. Finally, in section VII a group of general books on fathering (or parenting) describe child development and child rearing.

Readers should note that this bibliography is not exhaustive. Entries were selected based on their recency and scholarship. The collection should, however, be useful to Black fathers and give some direction to those interested in Black fathers.

1. Research on Black Fathers: Overview and References

by Gayle Weaver

The portrayal of Black fathers, in both scholarly works and the popular literature, has been limited and dismal (Gary, 1981; McAdoo, 1981). While research and recognition of the father's important role in child development increased dramatically during the 1970s (Biller, 1971; Lamb, 1976; Lynn, 1974), the majority of that information represented the experiences of middle-class, white men. Very little is known about the actual roles Black fathers play in the cognitive and emotional development of their children.

Traditionally, most social scientists assumed that Black fathers were absent from their families, had little or no involvement in child-rearing, and were incompetent as men, husbands, and fathers (Frazier, 1950; Moynihan, 1965; Pettigrew, 1964; Rosen, 1969). Even when Black fathers were present in the home, it was assumed that they represented poor role models for their children (Moynihan, 1965). Many of the unfavorable conclusions about the role performance of Black fathers appear to be based on the fact that Black men as a group have more difficulty in providing economically for their families.

In an examination of government statistics, Gary (1981) found, as have many others, that Black men in comparison to white men are more likely to be unemployed or hold low-status, low-paying jobs. Although the data reflect the notable economic difficulties encountered by the average Black man, they do not

provide any direct information on his participation in child-rearing. Partly due to the inadequacies of research that is based on aggregate data and the views of mothers/wives about fathers, Black fathers continue to be stereotyped as invisible, powerless in the family, and uninterested in the development and socialization of their children (Hopkins, 1973; McAdoo, 1981; Price-Bonham & Skeen, 1979).

Emerging research, however, is beginning to dispel the long held negative assumptions about Black fathers. Research indicates that fathers play many roles in the family such as provider, decision-maker, and nurturer. For example, McAdoo's (1979) study of middle-income Black fathers revealed that fathers shared equally in decisions about child-rearing activities and that most fathers were nurturant (e.g., showed warmth) toward their preschool children. McAdoo pointed out that the fathers appeared to be very concerned about their children's welfare. In a study of lower, middle, and upper-class Black and white fathers, Price-Bonham and Skeen (1979) found that Black fathers were very expressive or nurturant when interacting with their children.

Cazenave's (1979) study of southern, middle-income Black fathers also demonstrates that fathers play an active role in child-rearing. In his study the fathers reported being more involved than their own fathers had been in child-care (e.g., changing diapers, babysitting, and playing with children), spending more time with their children, and physically punishing their children less often than their fathers had punished them.

Moreover, Cazenave found that the fathers saw their role as integrating the functions of economic provider, guide, teacher, authority figure, companion and protector, that is, both instrumental and expressive functions. Of particular interest is the fact that fathers regarded the guide and teacher role as an important aspect of fathering. Fathers expressed a great concern about school achievement, survival skills, and social skill development of their children. Allen's (1981) study of middle-class Black and white families from the Mid-west corroborated the belief that Black fathers are generally active participants in nurturing their sons and child-rearing.

Although these studies clearly show that Black fathers are active on both the instrumental and the expressive levels, they focus almost exclusively on middle-class Black fathers. Research on the lower-class Black father is limited. A review of the literature revealed one study which examined Black fathering in three social class groups (Honig & Mayne, 1982). The study found that middle-class fathers were significantly more responsive to their preschool children's developmental needs than both the lower-lower class and upper-lower class fathers. This evidence provides support for the theory that given the necessary economic resources, the Black father will more than likely be an active participant in child-rearing (Cazenave, 1979).

References

Allen, W. R. (1981). Moms, dads, and boys: Race and sex differences in the socialization of male children. In L. E. Gary (Ed.), Black men (pp. 99-114). Beverly Hills: Sage.

Biller, H. B. (1971). Father, child, and sex-roles. Lexington, MA: Heath.

Cazenave, N. A. (1979). Middle-income Black fathers: An analysis of the provider role. The Family Coordinator, 28, 583-593.

Frazier, E. F. (1930). Problems and needs of Negro children and youth resulting from family disorganization. Journal of Negro Education, 19, 269-277.

Gary, L. E. (Ed.). (1981). Black men. Beverly Hills: Sage.

Honig, A. S., & Mayne, G. (1982). Black fathering in three social class groups. Ethnic Groups, 4, 229-238.

Hopkins, T. J. (1973). The role of the agency in supporting Black manhood. Social Work, 18(1), 53-58.

Lamb, M. E. (Ed.). (1976). The role of the father in child development. New York: Wiley.

Lynn, D. B. (1974). The father: His role in child development. Monterey, CA: Brooks/Cole.

McAdoo, J. L. (1981). Black father and child interactions. In L. E. Gary (Ed.), Black men (pp. 115-130). Beverly Hills: Sage.

McAdoo, J. L. (1979). Father-child interaction patterns and self-esteem in Black pre-school children. Young Children, 34(1), 46-53.

Moynihan, D. (1965). The Negro family: The call for national action. Washington, DC: U.S. Department of Labor.

Pettigrew, T. F. (1964). A profile of the Negro American. New York: Van Nostrand.

Price-Bonham, S., & Skeen, P. (1979). A comparison of Black and white fathers with implications for parent education. The Family Coordinator, 28(1), 53-59.

Rosen, L. (1969). Matriarchy and lower class Negro male delinquency. Social Problems, 17, 175-189.

II. The Black American Family: Prevailing Theories

Current literature recognizes the special strengths of Black American families, many of which derive from the African heritage and have survived, with adjustments, the institution of slavery. One of these strengths is the extended family, in existence today despite weakening due to urbanization and the resulting diaspora.

Black families hold an unusually egalitarian attitude towards family roles and decision-making, another great strength. Present research shows that the popular concept of a widespread Black matriarchy, besides being a misnomer, is false. Black men play a central role in family life.

The following section lists books and articles on the African heritage, family structure and functioning, female-headed households, participation of fathers in decision-making, and parent-child relationships.

A. African Heritage

Berry, M. F., & Blassingame, J. W. (1982). Long memory: The Black experience in America. New York: Oxford University Press.

Fortes, M. (1960). Kinship and marriage among the Ashanti. In A. R. Radcliffe-Brown & D. Forde (Eds.), African systems of marriage (pp. 207-251). New York: Oxford University Press.

Franklin, J. H. C. (1980). From slavery to freedom: A history of Negro Americans. New York: Alfred A. Knopf.

Herskovits, M. J. (1958). Dahomey, an ancient West African kingdom. New York: J. J. Augustin.

Herskovits, M. J. (1966). The New World Negro. Bloomington, IN: Indiana Press.

Gutman,, H. G. (1976). The Black family in slavery and freedom: 1750-1925. New York: Pantheon Books.

Murdock, G. P. (1959). Africa: Its people and their culture history. New York: McGraw-Hill.

Nobles, W. W. (1974). Africanity: Its role in Black families. The Black Scholar, 5, 12-15.

Williams, Chancellor. (1976). The destruction of Black civilization: Great issues of a race, from 4500 B.C. to 2000 A.D. (rev. ed.). Chicago: Third World Press.

B. Family Structure and Functioning

Adams, B. N. (1980). The family: A sociological interpretation. Chicago: Rand McNally.

In chapter six Adams describes the continuation of African family stability among Black Americans. He argues that a subculture of stable Black families, often extended, existed even in pre-emancipation America and persists today.

Berry, M. F., & Blassingame, J. W. (1982). Long memory: The Black experience in America. New York: Oxford Univeristy Press.

Chapter three focuses on the enduring institutions of the Black church and family, which have sustained Black Americans through poverty and prejudice. Berry and Blassingame discuss the socioeconomic reasons that many Black fathers deserted their families in the past. The authors emphasize, however, that today, as before, men head the majority of Black families.

Billingsley, A. (1968). Black families in white America. Englewood Cliffs, NJ: Prentice-Hall.

Billingsley, A. (1973). Black family structure: Myths and realities. Paper prepared for Joint Economic Committee-Subcommittee on Fiscal Policy, United States Congress.

Coser, R. L. (1964). The family: Its structure and functions. New York: St. Martin's Press.

Frazier, E. F. (1966). The Negro family in the United States (rev. ed.). Chicago: University of Chicago Press.

Herskovits, M. (1958). The myth of the Negro past. Boston: Beacon Press.

Martin, E. P., & Martin, J. M. (1978). The Black extended family. Chicago: University of Chicago Press.

Taking a new, positive perspective on the Black extended family, the Martins focus on both its history and current situation. They discuss the complex mutual aid system inherent in such a family set-up, including financial and emotional support.

Scanzoni, J. (1977). The Black family in modern society (2nd ed.). Chicago: University of Chicago Press.

Schulz, D. A. (1970). The role of the boyfriend in lower-class Negro life. In C. V. Willie (Ed.), The family life of Black people (pp. 231-243). Columbus, OH: Charles E. Merrill.

Staples, R. (1981). The Black American family. In R. Haberstein and C. Mindel (Eds.), Ethnic families in America: Patterns and variations (pp. 217-244). New York: Elsevier North Holland.

Staples, R. (1978). The Black family: Essays and studies (Vol. 1). Belmont, CA: Wadsworth.

C. Female-headed Households

Adams, B. N. (1980). The family: A sociological perspective 3rd ed.). Chicago: Rand McNally.

Adams discusses female-headed households and the traditionally strong Black woman. He argues that problems encountered by Black men originate in discrimination imposed by white society and not in conflicts with Black women.

Adams, P. L., Milner, J. R., & Schrepf, N. A. (1984). Fatherless children. New York: John Wiley.

In chapter one the authors examine sociological research on the Black American family. They point out that most Black children grow up with some adult male role model present, be he their father, grandfather or uncle.

Bachrach, C.A. (1983). Children in families: Characteristics of biological, step-, and adopted children. Journal of Marriage and the Family, 45, 171-179.

Bilge, B. & Kaufman, G. (1983). Children of divorce and one-parent families: A cross-cultural perspective. Family Relations, 32, 59-71.

Bould, S. (1977). Female-headed families: Personal fate, control and the provider role. Journal of Marriage and the Family, 39, 339-349.

Bracey, J. H., Jr., & Rudwick, E. (Eds.). (1971). Black matriarchy: Myth or reality? Belmont, CA: Wadsworth.

Hale, J. E. (1977). The woman's role: The strength of Black families. First World, 1, 28-30.

Meindl, N. V., & Getty, C. (1981). Life-styles of Black families headed by women. In C. Getty & W. Humphreys (Eds.), Understanding the family: Stress and change in American family life (pp. 157-184). New York: Appleton-Century-Crofts.

Meindl and Getty describe and assess the functioning of three Black, female-headed families. They conclude that, despite the economic burdens on them, these women and their children cope and grow admirably.

Ross, H. L., & Sawhill, I. V. (1975). Time of transition: The growth of families headed by women. Washington, DC: The Urban Institute.

Staples, R. (1981). The myth of the Black matriarchy. In F. C. Steady (Ed.), The Black woman cross-culturally (pp. 335-348). Cambridge, MA: Schenkman.

Staples challenges the concept of the Black matriarchy. He describes Black American women as victims of a racist, sexist, and capitalist society.

D. Fathers: Participation in Decision-making

Hammond, J., & Enoch, J. R. (1976). Conjugal power relations among Black working class families. Journal of Black Studies, 7, 107-128.

Hammond and Enoch's study of decision-making in both working and lower-middle class Black families revealed that the majority of both husbands and wives find wife-dominance undesirable, usually favoring a husband-dominant, and occasionally an egalitarian, pattern. The researchers attribute these attitudes partly to a desperate attempt on the part of Black families, especially middle class, to cast off the negative, matriarchal image they have in society and appear as acceptable as white families .

Hill, R. B. (1972). The strengths of Black families. New York: Emerson Hall.

Refuting a popular belief in the matriarchal Black family, Hill cites evidence that most Black families are egalitarian and that the husband plays a central role in the family.

Scanzoni, J., & Szinovacz, M. (1980). Family decision-making: A developmental sex-role model. Beverly Hills: Sage.

This book discusses decision-making as a function of sex-roles. The authors believe that disparities in education and income between men and women continue to place the male higher in the family power (decision-making) structure. However, according to studies done, Black families tend to be more egalitarian than white ones.

Wolfe, D., & Blood, R. O., Jr. (1960). Husbands and wives. New York: The Free Press.

E. Parent-Child Relationships

Bartz, K. W., & Levine, E. S. (1978). Childrearing by Black parents: A description and comparison to Anglo and Chicano parents. Journal of Marriage and the Family, 40. 709-720.

Bartz and Levine assert that ethnic variations are more significant than social class in explaining differences in parental attitudes towards childrearing. Their study of childrearing by Black parents showed that both mothers and fathers participate equally in parenting. The researchers say that the parents of their sample value strictness, expect their children to be physically and emotionally independent at an early age, encourage the children's involvement in decision-making, and show loving care and concern while monitoring obedience and achievement.

Greathouse, G., & Miller, V. G. (1981). The Black America. In A. L. Clark (Ed.), Culture and child-rearing (pp. 68-95). Philadelphia: F. A. Davis.

The chapter on Black Americans discusses family strengths as well as child-rearing. The authors state that most Black fathers play an important role in their children's lives but middle class fathers interact maximally with their infants.

Lamb, M., Stevens, J. H., & Matthews, M. (Eds.), (1978). Mother-child, father-child relationships. Washington, D.C. National Association for Education of Young Children.

Martin, E. P., & Martin, J. M.. (1978). The Black extended family. Chicago: University of Chicago Press.

In chapters five and seven, the Martins explore topics concerning the roles of various family members. They observe that today's Black parents incorporate religious beliefs and strict discipline into their child-rearing methods and always demand respect from their children.

Parron, D. L. (1977). Black parents' concept of parenthood: A study of role definition and parenting style. (Doctoral dissertation, Catholic University Department of Social Work, 1977). Dissertation Abstracts International, 38, 5717-A.

Peters, M. G. (1981). "Making It" Black family style: Building on the strengths of Black families. In N. Stinnett, J. DeFrain, K. King, P. Knaub & G. Rowe (Eds.), Family strengths 3: Roots of well-being (pp. 73-92). Lincoln, NE: University of Nebraska Press.

Peters discusses several characteristics of Black parent-child relationships including the support of individualistic personalities and buffering of negative media-projected stereotypes. Black parents, Peters says, encourage a positive self-image in their children.

Scanzoni, J. (1977). The Black family in modern society: Patterns of stability and security. Chicago: University of Chicago Press.

In chapter four Scanzoni discusses the identification of Black children with their parents. He says that both boys and girls identify more with their fathers than with their mothers. As for education, Scanzoni believes that teachers, ministers, and other adults play as great a role as parents in encouraging the aspirations of Black adolescents.

Willie, C. V. (1981). A new look at Black families (2nd ed.). Bayside, New York: General-Hall.

III. The Black Father: A Changing Role

Many fathers today are expanding their paternal role. While continuing to provide food, clothing, and shelter for their children, they are also taking on more expressive, nurturing functions. This trend varies directly with a father's socioeconomic class. In the lower income bracket Black men are moving at a slower pace towards expressive fathering than their middle class counterparts. However, compared to white fathers, Black fathers in all income groups are generally more nurturant.

Sociologists describe our era as one of paternal rediscovery. Researchers now stress the importance of the father-infant bond and the central role fathers play in a child's cognitive, emotional, and social development. The need for paternal training programs increases as our society slowly changes, since today's fathers want to participate in child-rearing but have not had the benefit of role models and informal, life-long parental education that most mothers have .

Studies show that fathers can respond to and stimulate infants as competently as mothers can. This type of interaction increases paternal attachment and cements the father-infant bond. Research on the strongest Black families indicates that they possess fathers who are instrumental, expressive and more like friends to their children.

A. Instrumental and Expressive Functions

Backett, K. C. (1982). Mothers and fathers. New York: St. Martin's Press.

Backett presents three major areas of paternal involvement in the family: administering domestic and familial matters, determining acceptable behavior of children towards the mother, and directly relating with children. Backett also discusses the socioeconomic class differences in the degree of father-child involvement and dispels the sexist myth that mothers are biologically better equipped for child-rearing

Cazenave, N. A. (1979). Middle-income Black fathers: An analysis of the provider role. The Family Coordinator, 27, 583-593.

Honig, A. S., & Mayne, G. (1982). Black fathering in three social class groups. Ethnic Groups, 4, 229-238.

Honig and Mayne discuss their study of father-child interaction among lower-lower, lower-upper, and middle class Black families. They found, as they expected, that middle class Black fathers respond more to their pre-school children's developmental needs than fathers in the two other groups.

The authors decided that of all the areas in which middle class fathers scored higher, all but two were dependent on the family's economic status. Honig and Mayne conclude that Black fathers, like white, vary in their parenting abilities by socioeconomic class, and they advise researchers to be careful in attributing poor fathering to race when the fault may lie in education and economics.

Hill, R. (1972). The strengths of Black families. New York: Emerson Hall.

Citing the flexibility of mother and father roles as a stability factor in Black families, Hill explains that men with working wives often take the role of "mother" or major caretaker.

Lamb, M. E. (1981). Fathers and child development: An integrative overview. In M. E. Lamb (Ed.), The role of the father in child development (2nd ed.), (pp. 1-61). New York: Wiley.

Lamb describes the great potential for developing a firm father-infant bond. He sees the infant's traditional attachment to its mother, who was often the major caretaker, as rooted much more in social learning than biological influence.

Lamb, M. E., Frodi, A. M., Hwang, C. P., & Frodi, M. (1982). Varying degrees of paternal involvement in infant care: attitudinal and behavioral correlates. In M. E. Lamb (Ed.), Nontraditional families: Parenting and child development (pp. 117-138). Hillsdale, NJ: Lawrence Erlbaum.

Levant, R. F., & Doyle, G. F. (1983). An evaluation of a parent education program for fathers of school-aged children. Family Relations, 32, 29-371

Parke, R. D. (1981). Fathers. Cambridge, MA: Harvard University Press.

In chapter three Parke discusses the father-infant early bonding process. He also talks about the differences in mother-infant and father-infant play patterns. According to him, fathers interact more with sons than with daughters and participate in more tactile, less verbal play than mothers.

Parke, R. D., & Tinsley, B. R. (1980). The father's role in infancy: Determinants of involvement in caregiving and play. In M. E. Lamb (Ed.). The role of the father in child development (pp. 429-458).

Parke and Tinsley note that even fathers in traditional families play a role in caregiving, although indirectly, through their influence on the mother's caregiving. They encourage the creation of cultural support systems for fathers.

Pasley, K., Ernst, J., & Gingles, J. (1981). The father-infant program: A model of paternal education. In N. Stinnett, J. DeFrain, K. King, P. Knaub, & G. Rowe (Eds.), Family strengths 3: Roots of well-being (pp. 313-322). Lincoln, NE: University of Nebraska Press.

The authors describe the five phases of Washington State University's Father-Infant Program: check-in, sharing time, empathy training, songs and exercises and special topic presentation. Presenting this as a model program for use around the country, the authors stress that such a program can liberate parents and enhance family relationships by substituting "parenting" for the outmoded concept of "mothering".

Pickarts, E., & Fargo, J. (1971). Parent education: Toward personal competence. New York: Appleton-Century-Crofts.

Price-Bonham, S., & Skeen, P. (1979). A comparison of Black fathers and white fathers with implications for parent education. Family Coordinator, 28 (1), 53-60.

A random survey of Black and white fathers revealed few differences between the two except that Black fathers are more expressive and less instrumental than white. However, Price-Bonham and Skeen say Black boys could still benefit from life-long parent education programs, even informal ones sponsored by, for example, churches. Price-Bonham and Skeen firmly believe that pre-natal parent education is the best insurance against poor fathering. They also recommend educating Black fathers on their instrumental function in the family.

Scanzoni, J. H. (1977). The Black family in modern society: Patterns of stability and security. Chicago: University of Chicago Press.

Scanzoni discusses topics relevant to Black parents today, such as the alienation of Black men from society's opportunity structure and the conditions leading to a child's strong identification with the father.

Weinraub, M. (1978). Fatherhood: The myth of the second-class parent. In J. H. Stevens, Jr., & M. Matthews (Eds.), Mother-child, father-child relationships (pp. 109-34). Washington, DC: National Association for the Education of Young Children.

Willie, C. V. (1972). The family life of Black people. Columbus, OH: Charles E. Merrill.

Willie presents demographic data on Blacks and discusses, among other topics, how the low occupational prestige and income of many Black fathers affect their children's desire to identify with them.

B. Influence on Children's Cognitive, Emotional, and Social Development

Abelin, E. L. (1971). The role of the father in the separation-individuation process. In J. B. McDevitt & C. F. Settlage (Eds.), Separation-individuation: In honor of Margaret S. Mahler (pp. 229-252). New York: International University.

Adams, P. L., Milner, J. R., & Schrepf, N. A. (1984). Fatherless children. New York: John Wiley.

In chapter five the authors examine research about the effects of father-absence on scholastic achievement, particularly that of Black children. They constantly emphasize that factors related to father-absence, such as poverty, may account for the low achievement.

Belsky, J. (1980). A family analysis of parental influence on infant exploratory competence. In F. A. Pederson (Ed.), The father-infant relationship: Observational studies in the family setting (pp. 87-110). New York: Praeger.

Brady, S., & Axelrad, S. (1978). Mothers, fathers and children: Explorations in the formation of character in the first seven years. New York: International Universities Press.

Clarke-Stewart, K. A. (1980). The father's contribution to children's cognitive and social development in early childhood. In F. A. Pederson (Ed.), The father-infant relationship: Observational studies in the family setting (pp. 111-146). New York: Praeger.

Goldberg, H. (1980). The new male. New York: William Morrow.

Green, M. (1976). Fathering. New York: McGraw-Hill.

Hoffman, M. L. (1981). The role of the father in moral internalization. In M. E. Lamb (Ed.), The role of the father in child development (pp. 359-378). New York: Wiley.

Hoffman examines two decades of research on ethics, children's moral reasoning, and parental pressure to succeed. He concludes, clearly disturbed by his findings, that fathers play a very minor role in the moral socialization of children and that researchers must explore the reasons behind this situation.

Katz, M. M., & Konner, M. J. (1980). The role of the father: An anthropological perspective. In M. E. Lamb (Ed.), The role of the father in child development (pp. 155-186). New York: Wiley.

Lamb, M. Stevens, J. H., & Matthews, M. (Eds.). (1978). Mother-child father-child relationships. Washington, DC: National Association for the Education of Young Children.

Lewis, D. K. (1975). The Black family: socialization and sex roles. Phylon, 36, 221-237.

Lewis, M., Feiring, C., & Weinraub, M. (1981). The father as a member of the child's social network. In M. E. Lamb (Ed.), The role of the father in child development (2nd ed.), (pp. 239-294). New York: Wiley.

The authors reveal some interesting findings: Fathers may exert an indirect influence beyond the dyadic interaction of father and child; fathers can affect the quality as well as the quantity of maternal interaction with the child; and working fathers spend less time alone with their children and more in groups of three people or even larger, a situation which clearly diminishes the father's influence on his child.

Lynn, D. B. (1974). The father: His role in child development. Monterey: Brooks/Cole.

McAdoo, J. L. (1979). Father-child interaction patterns and self esteem in Black preschool children. Young Children, 34 (1), 46-53.

McAdoo studied Black middle class father-child interaction and discovered that although many fathers perceived themselves as strict, they were actually warm, firm, and nonpunitive. Most of the fathers in his sample offered much guidance and verbal encouragement to their children, although they used more nonverbal communication with daughters than with sons. Since all of the preschool children in this sample had high self-esteem, McAdoo ends the article suggesting that schools must increase father involvement so that the children's self-esteem may remain high.

Miller, D. R., & Swanson, G. E. (1981). Changes in society and child training in the United States. New York: Wiley.

In chapter two the authors observe that middle class fathers rely less than others on kinship ties. They list some typical characteristics of young middle class children: rationality, self-reliance and an active, manipulative attitude towards their environment.

Parke, R. D., & Sawin, D. B. (1980). The family in early infancy: Social interactional and attitudinal analyses. In F. A. Pederson (Ed.), The father-infant relationship: Observational studies in the family setting (pp. 44-70). New York: Praeger.

Parke, R. D. (1981). Fathers. Cambridge, MA: Harvard University Press.

In chapter four Parke discusses the socialization of children. He cites studies which show that father-infant attachments can be very close, depending upon the frequency of paternal caretaking and intensity of play interactions. Parke mentions that in families where both parents work the child becomes accustomed to parental departures and therefore copes better with strangers and strange situations.

Parke, R. D., & O'Leary, S. E. (1976). Family interaction in the newborn period: Some findings, some observations and some unresolved issues. In K. F. Riegel & J. Meacham (Eds.), The developing individual in a changing world, II: Social and environmental issues (pp. 653-63). The Hague: Mouton.

Pedersen, F. A., Rubenstein,, J., & Yarrow, L. (1979). Infant development in father-absent families. Journal of Genetic Psychology, 135, 51-61.

Radin, N. (1980). The role of the father in cognitive, academic and intellectual development. In M. E. Lamb (Ed.), The role of the father in child development (pp. 379-427). New York: Wiley.

Radin discusses the positive effect of a moderately close father-child relationship on the child's cognitive development. She points out that both authoritarian detachment and intense involvement of the father can reduce a child's academic success. Radin notes the need for longitudinal studies on the father's role in the child's cognitive growth, especially among minority families.

Scanzoni, J. H. (1977). The Black family in modern society: Patterns of stability and security. Chicago: University of Chicago Press.

Scanzoni devotes chapter four to an explanation of children's identification with their parents. He adheres to the theory that children identify with the parent who has greater functionality in the family, which is often the father.

Schulz, D. A. (1972). The changing family: Its function and future. Englewood Cliffs, New York: Prentice Hall.

Schulz discusses the ways in which a father's occupation and wealth affect the parental authority structure. He holds that fathers legitimize their familial role by offering protection from poverty and other external threats.

Sciara, F. J. (1975). Effects of father absence on the educational achievement of urban Black children. Child Study Journal, 5, 45-51.

Sciara compared reading and arithmetic achievement test results of two groups of Black fourth graders-- one with fathers present in the home and the other with fathers absent. On both tests the childen with fathers present scored consistently higher. Sciara acknowledges that a lower income level in father-absent families may account for this difference; however, he points out, all of the children in the sample were from low income city neighborhoods. He believes that father-presence indicates more family cohesion, family activities, and adult-child verbal interaction, and it therefore leads to higher educational achievement.

IV. The Father-Son Relationship

Fathers today continue to play an important part in the personality development and sex-role socialization of their sons. Adolescence usually proves to be a difficult period for the father-son relationship. Fathers and sons are, however, more openly affectionate today than before, and the result is emotional rewards for father and son. The following readings explore the father-son relationship in detail, some stressing childhood and others adolescence.

Allen, W.R. (1981). Moms, dads, and boys: Race and sex differences in the socializations of male children. In L.E. Gary (Ed.), Black men (pp. 99-114). Beverly Hills: Sage.

Biller, H. B., & Meredith, D. (1975). Father power. Garden City, NJ: Anchor Books.

Chapter two contains a general discussion of fathering and a section on why fathers like to have at least one son.

Conger, J. J. (1977). Adolescence and youth: Psychological development in a changing world (2nd ed.). New York: Harper and Row.

Conger discusses major models for parent-child relationships, one based on love-hostility and the other on autonomy-control. He suggests seven familial structures in which parents increasingly give the adolescent autonomy. The book also deals with identity and sex-roles.

Earl, L., & Lohmann, N. (1978). Absent fathers and Black male children. Social Work, 23, 413-415.

Gold, M., & Douvan E. (1969). Adolescent development. Boston: Allyn and Bacon.

Green, M. (1976). Fathering. New York: McGraw-Hill.

Green emphasizes the importance of good fathering in creating a loving and upright son who is well-socialized into his sex-role. In chapter four he discusses the correlation between

delinquency and an unhappy or non-existent father-son relationship.

Rapoport, R., Rapoport, R. N., Strelitz, Z., & Kew, S. (1977). Fathers, mothers and society: Towards new alliances. New York: Basic Books.

In chapter seven the authors discuss the competitive nature of the middle-aged father and adolescent son's relationship, in areas such as sexual prowess, physical strength, and financial stability.

Reynolds, W. (1978). The American father: a new approach to understanding himself, his woman, his child. New York: Paddington Press.

Rice, F. P. (1981). The adolescent: Development, relationships and culture (3rd ed.). Boston: Allyn and Bacon.

The sections on father-son relations focus on a middle-aged father's crises. Rice suggests that watching a son grow more virile and independent can shake a father's faith in his own potency and authority, leading to father-son conflict. Listing four parental disciplinary styles, Rice says the ideal role of the father involves providing love and emotional support while simultaneously letting the son grow independent.

Schneiders, A. (1965). Adolescents and the challenge of maturity. Milwaukee, WI: Bruce Publishing.

Yablonsky, L. (1982). Fathers and sons. New York: Simon and Schuster.

In chapter two Yablonsky discusses how the "macho" father, one who has an exaggerated idea of masculinity, might inadvertently turn his son towards homosexuality. He advises on improving fathering style. Chapter three focuses on the developmental phases of father-son interaction. Yablonsky says in infancy and childhood, ego-blending occurs during which the father and son interact and grow very close. During adolescence, he says, the boy struggles to separate and individuate from his father while drawing closer to peers. Yablonsky also advises fathers to moderately discipline their sons.

V. The Father-Daughter Relationship

Researchers have only recently begun to focus on the father's role in his daughter's sex-role socialization and personality development. According to some studies done, the father-daughter relationship serves as a model for all her future relationships with men. Other studies show that a moderately close father-daughter relationship is necessary for normal personality development in girls. However, studies also show that some distance between a father and daughter can actually enhance her academic performance.

The following list suggests articles and books pertaining to the father-daughter relationship.

Appleton, W. S. (1981). Fathers and daughters: A father's powerful influence on a woman's life. Garden City, NY: Doubleday.

In chapter two on sex, Appleton, a psychiatrist, explains how a father-daughter relationship molds her sexuality and determines her future relationships with men. He discusses the inhibiting effects on sexual maturation of father-daughter relationships that are abnormally close or distant.

Biller, H. B. (1976). The father and sex-role development. In M. E. Lamb (Ed.), The role of the father in child development (pp. 338-50). New York: Wiley.

Biller emphasizes the importance of adequate fathering in enabling a girl to form healthy love relationships with boys in her peer group. The father plays a more prominent role than the mother in his daughter's sex-role socialization, especially by encouraging the girl to emulate her mother, Biller says. He further asserts that fathers tend to support expressive behavior in daughters but not in sons and generally differentiate more than mothers do between sons and daughters.

Hunt, J. G., & Hunt, L. L. (1977). Race, daughters, and father-loss: Does absence make the girl grow stronger? Social Problems, 25, 90-102.

Johnson, M. M. (1982). Fathers and "femininity" in daughters: A review of research. Sociology and Social Research, 67, 1-17.

Labrecque, S. V. (1977). Child-rearing attitudes and observed behaviors of Black fathers with kindergarten daughters. (Doctoral dissertation, Florida State University, 1976). Dissertation Abstracts International, 37, 4646-A.

Parke, R. D. (1981). Fathers. Cambridge, MA: Harvard University Press.

In chapter four, Parke considers the detrimental effects of father absence on a girl's ability to relate to boys, often leading to anxiety when around males. Parke states that paternal warmth and nurturance increase the feminity of girls. He suggests some other factors which determine a girl's sex-role socialization: the fathers's participation in shared, typically feminine activities and the father's approval of the mother as a role model for their daughter.

Wakerman, E. (1984). Father loss: Daughters discuss the man that got away. Garden City, NY: Doubleday.

Wakerman discusses the father-daughter relationship in chapter two. She talks about the importance of a father's encouragement in raising a well-socialized, feminine daughter. Brief portraits of women who as girls lost their father through divorce or death illustrate the emotional trauma these women underwent. Many of these women, while growing up, masked the pain and insecurity of father loss by overcompensating, becoming aggressive, or putting on a front of great confidence, while in reality they were anxious, afraid, and distrustful of boys and men.

VI. The Single or Remarried Father

Today, many fathers are gaining custody of their children. Others have visiting rights. More fathers today believe that they can nurture and raise their children as competently as a mother. The readings listed below describe the needs, problems, and strengths of this growing group of men.

A. Child Custody and Child Support

Ambrose, P. J., & Harper, J. (1983). Men beyond marriage. Totowa, NJ: Rowman and Allanheld.

Bohannan, P. (1971). Divorce and after (2nd ed.). Garden City, NY: Anchor Books.

Cassetty, J. (Ed.). (1983). The parental child-support obligation: Research, practice, and social policy. Lexington, MA: Lexington Books.

This edited book covers child support policy and practice. It includes all relevant topics such as the historical perspective, sexual politics, child-support transfers, standards for payments, post-divorce relationships, and the outlook for the future.

Gersick, K. E. (1979). Fathers by choice: Divorced men who receive custody of their children. In G. Levinger & O. C. Moles (Eds.), Divorce and separation: Context, causes, and conseguences (307-323). New York: Basic Books.

Lamb, M. E., & Sagi, A. (Eds.) (1983). Fatherhood and family policy. Hillsdale, NJ: Lawrence Erlbaum.

Roman, M., & Haddad, W. (1978). The disposable parent: The case for joint custody. New York: Holt, Rinehart and Winston.

The authors make their case for joint custody of children in an unusual way, introducing the topic with personal accounts of their own "disposal" by the courts. Roman and Haddad protest the traditional judicial bias favoring mothers in custody cases. The two men discuss at length both divorce law and the impact of divorce on family members and fathering.

Victor, T., & Winkler, W. A. (1977). Fathers and custody. New York: Hawthorne.

Wishard, W. R., & Wishard, L. (1980). Men's rights: A handbook for the 80s. San Francisco: Cragmont.

B. Raising Children and Stepchildren

Anderson, H. W., & Anderson, G. S. (1981). Mom and dad are divorced, but I'm not: Parenting after divorce. Chicago: Nelson-Hall.

Chapter eight on being a part-time bachelor and part-time father explores ways that the non-custodial father can and should maintain a steady relationship with his children. The Andersons advise on meaningful and successful visitation, stressing that a divorced, non-custodial father must continue to be a parent and not become only a friend to his children. For example, the Andersons say, visits should include ordinary activities such as washing the car and riding bikes in addition to attending movies and concerts. Chapter nine focuses on ways to remain in contact despite being a long-distance father.

Atkin, E., & Rubin, E. (1977). Part-time father: A guide for the divorced father. New York: The Vanguard Press.

Biller, H. B., & Meredith, D. L. (1974). Father power. New York: David McKay.

Brazelton, T. B. (1974). Toddlers and parents: A declaration of independence. New York: Delacorte Press.

Chapter four deals with single fathers and their concerns, including allowing toddlers to develop their own strengths while limiting their displays of negative behavior. Brazelton suggests ways a single parent might handle the severe separation anxiety that children who have undergone the trauma of divorce often experience.

George, V., & Wilding, P. (1973). Motherless families. London: Routledge and Kegan Paul.

Hetherington, E. M., Cox, M., & Cox, R. (1978). The aftermath of divorce. In J. H. Stevens & M. Matthews (Eds.), Mother-child, father-child relationships (pp. 149-176). Washington, DC: National Association for the Education of Young Children.

Kompara, D. R. (1980). Difficulties in the socialization process of stepparenting. Family Relations, 29 (1), 69-73.

Kompara examines literature on stepfamilies and discusses the difficulties faced by stepparents and their stepchildren in family role adjustment. She suggests that stepparents allow lots of time for the re-socialization process.

Khleif, S. A. (1982). Divorced but not disastrous: How to improve the ties between single-parent mothers, divorced fathers, and the children. Englewood Cliffs, NJ: Prentice-Hall.

Levine, J. A. (1976). Who will raise the children: New options for fathers and mothers. New York: Lippincott.

Maddox, B. (1975). The half-parent: Living with other people's children. New York: M. Evans.

In chapter two Maddox explores the rights and duties of stepparents. She emphasizes that only natural parents possess actual parental rights.

McFadden, M. (1974). Bachelor fatherhood: How to raise and enjoy your children as a single parent. New York: Walker.

Nieto, D. S. (1982). Aiding the single father. Social Work, 27, 473-478.

Nieto discusses the results of his study of single fathers, including their special needs and the distinction between those who gained custody of their children by choice and those who received it by default. He notes that both groups of fathers desperately desire supportive single parent groups and educational programs on fathering.

Stafford, L. M. (1978). One man's family: A single father and his children. New York: Random House.

Staples, R. (1981). The world of Black singles: Changing patterns of male/female relations. Westport, CT: Greenwood Press.

U.S. Department of Health and Human Services. (1981). Single parent families (DHHS Publication No. OHDS 79-30247). Washington, DC: U.S. Government Printing Office.

Visher, E. B., & Visher, J. S. (1979). Step families: A guide to working with stepparents and stepchildren. New York: Brunner/Mazel.

In chapter seven the Vishers discuss fathers and stepfathers. The authors, a psychologist and psychiatrist, deal with many women who seek help in solving the problems which accompany remarriage, but the authors see few men. The Vishers believe that as men's roles expand, as they increasingly gain child custody, more will consult therapists.

Wallerstein, J., & Kelly, J. B. (1980). Surviving the break-up: How children actually cope with divorce. New York: Basic Books.

Weiss, R. S. (1979). Going it alone: The family life and social situations of the single parent. New York: Basic Books

VII. How to Father

This section lists general books on fathering for the single, married or remarried father in need of information and advice that he either never received or perhaps ignored in the past. The need for such books grows as men begin to increasingly share in the task of childrearing with women.

Some of the books focus on the gender of the child and others on the child's developmental period. Both fathers and mothers will find the books useful because the topics reviewed are of interest to any parent struggling to competently raise a child.

Benning, L. E. (1974). How to bring up a child without spending a fortune. New York: David McKay.

Benson, L. (1968). Fatherhood: A sociological perspective. New York: Random House.

Comer, J. P., & Poussaint, A. F. (1975). Black child care: How to bring up a healthy Black child in America - A guide to emotional and psychological development. New York: Simon and Schuster.

Black psychiatrists Comer and Poussaint present a thorough guide for rearing Black children. Divided by age groups, the book deals with topics pertaining specifically to Black children growing up in white America.

Dodson, F. (1974). How to father. Los Angeles: Nash Building Corporation.

In chapters four and six Dodson suggests ways a father can help his pre-school child in toilet training, language development, and learning discipline and self-identity.

Harman, D. (1973). Fundamental education for family life planning: Program design. New York: World Education.

Harman, D., & Brim, O. G. (1980). Learning to be parents: Principles, programs, and methods. Beverly Hills: Sage.

In chapter two the authors discuss the role of parents in such areas as nurturance, correcting errors, skill training, and transmitting values. The authors also mention the need for more and better parental education programs, especially as the rate of divorce and the number of resulting single and stepparents increases.

Harrison-Ross, P., & Wyden, B. (1973). The Black child: A parents' guide: How to overcome the problems of raising Black children in a white world. New York: Peter Wyden.

Keniston, K. (1977). All our children: The American family under pressure. New York: Harcourt, Brace and Jovanovich.

Levine, R. (1975). Parental goals: A cross-cultural view. In H. J. Leichter (Ed.), The family as educator (pp. 52-65). New York: Columbia University Teacher's College Press.

McDiarmid, N. J., Peterson, M. A., & Sutherland, J. R. (1975). Loving and learning. New York: Harcourt, Brace and Jovanovich.

Musgrove, F. (1966). The family, education and society. London: Routledge and Kegan Paul.

Pickarts, E., & Fargo, J. (1977). Parent education: Toward personal competence. New York: Appleton-Century Crofts.

Rapoport, R., Rapoport, R. N., Strelitz, Z., & Kew, S. (1977). Fathers, mothers and society: Towards new alliances. New York: Basic Books.

Reynolds, W. (1978). The American father: A new approach to understanding himself, his woman, his child. New York: Paddington Press.

In chapter eight Reynolds presents some practical awareness concepts for fathers, such as the idea that no parent is a good parent with all children. Reynolds also says that parents and children spend too much time together boring either one or both. He believes that parents are better off spending some leisure time apart from their children and remembering that leaving children alone fosters positive qualities such as independence and self-sufficiency.

Salk, L. (1974). Preparing for parenthood. New York: David McKay.

Schaefer, G. (1972). The expectant father. New York: Barnes and Noble.

Yablonsky, L. (1982). Fathers and Sons. New York: Simon and Schuster.

In chapter six Yablonsky discusses the problems and solutions of fathering. He maintains that each father uses the parenting style of his own father so that child-rearing follows a cyclical pattern. Yablonsky points out that a father must make a conscious effort to interact with his son because fathers too often neglect parental duties while struggling to advance in their career. He includes accounts by several sons of being raised by an overly lax or strict father. These illustrate Yablonsky's point that fathers must use moderate disciplinary methods to raise normal sons.

Yankelovich, D. (1977). The General-Mills American family report, 1976-77: Raising children in a changing society. Minneapolis: General Mills.

APPENDIX D

BLACK FATHERS SYMPOSIUM COMMITTEE

BLACK FATHERS SYMPOSIUM COMMITTEE
LIST OF MEMBERS

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1501 Benning Road, N.E.
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Information only:

Reverend John Bryant
Bethel A.M.E. Church
Druitt Hill Avenue and Lanvale Street
Baltimore, MD 21217

BLACK MEN IN THE LIVES OF BLACK CHILDREN

a conference presented by

The Black Fathers' Symposium Committee

and sponsored by

The Institute for Urban Affairs and Research
Howard University
and
The MAAT Institute for Human and Organizational Enhancement

September 20, 1986

8:30 a.m. - 2:00 p.m.

at

The School of Social Work
Howard University
601 Howard Place, N.W.
Washington, D.C. 20059

BLACK MEN IN THE LIVES OF BLACK CHILDREN

CONFERENCE SCHEDULE

8:30 a.m. REGISTRATION & CONTINENTAL BREAKFAST

9:30 a.m. GENERAL SESSION
Location: Auditorium

OPENING REMARKS
Dr. Aminifu R. Harvey, Presider
Chief Executive Officer
MAAT Institute for Human and
Organizational Enhancement, Inc.

Dr. Lawrence E. Gary
Professor, Howard University
The Moses Professor
School of Social Work
Hunter College, New York

KEYNOTE ADDRESS
Reverend Lewis M. Anthony
Director of the Congressional District
Office of the Honorable Walter E.
Fauntroy

WORKSHOP INSTRUCTIONS
Dr. Harvey, Presider

10:45 a.m. WORKSHOP SESSIONS

Session I: The Law and Parenthood

Location: Room 103

Presenter: Mr. Pedro B. Brathwaite, LLB
Para Legal Specialist
Office of Paternity and
Child Support

Facilitator: Mr. Redmond Barnes
Family Services, Prince Georges
County

Session II: The Reconstituted Family:
Yours, Mine, and Ours

Location: Room 107

Presenters: Mr. Kweku Carr, M.S.W.
Social Worker
MAAT Institute for Human
and Organizational Enhancement,
Inc.

Abrafo Kofi A.N. Boakye
Akan Priest
Bosum Dzemawodz

Facilitator: Mr. Reginald N. Leonard
Marketing Specialist
Wall Street Journal

	Session III:	Teen Fathers as Parents
	Location:	Room 111
	Presenter:	Dr. Johnnie L. Fairfax Special Assistant to Mayor Marion Barry on Teenage Pregnancy and Infant Mortality
	Facilitator:	Mr. Dexter Reed Family Therapist Progressive Life Center
	Session IV:	Exploring Fatherhood: Understanding the Development of Your Child
	Location:	Room 116
	Presenter:	Dr. William Byrd Clinical Psychologist Psychological and Educational Associates
	Facilitator:	Mr. Ronnie Edwards First Vice President D.C. Federation of Civic Associations
12:00 noon	BREAK, EXHIBIT BROWSING & REFRESHMENTS	
12:15 p.m.	REPEAT OF WORKSHOP SESSIONS	
1:30 p.m.	CLOSING REMARKS	
	Location: Auditorium	
	Dr. Harvey, Presider	

WORKSHOP SUMMARIES

The Law and Parenthood

Recently there have been some major changes, albeit controversial, in the legal system concerning the rights and responsibilities of fathers. This workshop will examine issues pertaining to child custody, visitation rights, child support obligations, and the legal system's views of the father role and provide information on legal services available to fathers.

The Reconstituted Family: Yours, Mine and Ours

There has been a rapid increase in the number of reconstituted families (i.e., stepfamilies) in the United States. This family form can range from simple relationships (one spouse with a child from a previous marriage, the other spouse with no children and no previous marriage) to complex relationships (both spouses with children from previous marriages, and both have custody). Panelists will share the stresses and challenges they have experienced in rearing their natural children and stepchildren, and maintaining positive relationships with previous and current spouses and in-laws.

Teen Fathers as Parents

Recent research on teenage fathers reports that they want to be meaningfully involved with their children. However, factors such as little or no finances, unfinished schooling, and limited parenting skills often contribute to teenage fathers' noninvolvement in their children's lives. This workshop will address issues relating to child support on various levels (financial, emotional, and social), support to the teen mothers, and the promotion of effective parenting skills. The presenter will also provide information on available programs servicing teenage fathers.

Exploring Fatherhood: Understanding the Development of Your Child

The workshop presenter will discuss the physical, social, emotional and cognitive development of children. Particular attention will be focused on how the father can effectively promote the healthy growth and development of their children, regardless of the child's age and gender. Finally, the presenter will discuss the benefits of father involvement to the child, the father and the family.

APPENDIX F

HOME-BASED CURRICULUM

Stimulation Curriculum for the Home-Based Unit of the Parent-Child Center

by

Adele B. McQueen, Ph.D.
Associate Professor
School of Human Ecology
Department of Human Development
Howard University
Washington, DC 20059

Note: The following is an introduction to the home-based curriculum. To obtain a copy of the curriculum, please write to the Institute for Urban Affairs and Research, 2900 Van Ness Street, N.W., Washington, D.C., 20008. Or, you may contact Ms. Lula Beatty or Ms. Gayle Weaver at (202) 686-6770.

Science Curriculum for Children from Birth to Three Years of Age

Introduction

Today's baby is the "can do" baby. Forty years ago Spock told parents that babies were just bundles of organs and nerves during their first month -- that they didn't know that they or their caretakers were persons. Spock believed that babies experienced physical sensations in their early months, ignorant of the boundaries between themselves and those who cared for them. In the past ten years the "can't do" babies that Spock described have been eclipsed by "can do" babies - babies so attuned and responsive to their environment that, even in the uterus, they are reacting to voices, to light and, perhaps, to their mother's moods (Susan Wuinn, 1982.). These "can-do" babies are born learning and are eager to continue learning.

It is critically important that we, parents and teachers, welcome these "can-do" babies with a "can-do" environment. (A "can-do" environment is an active enviornment.) The active environment promotes learning in the following four areas:

1. It provides adequate physical stimulation.
2. It teaches the necessary basic rules of language.
3. It provides plenty of sensory stimulation.
4. It helps the child develop a positive self-image.

This early learning enables children to perform competently in all situations as they grow older. It especially helps in future school performance. Early learning is best achieved through play activities.

Since babies sleep a great deal during the first few months of life opportunities for teaching through play may not occur often at convenient times. This should not pose a problem, however, because only short periods of time are needed. In fact, brief sessions are preferable. For babies aged 0-3 months, plan for short working periods of 5-10 minutes duration several times a day. Make use of bath and meal times. As the child grows older, parents should plan structured lessons lasting from fifteen minutes to one half-hour and later one hour lessons. Activities may be initiated in the crib or play pen. Select the same place in the house and the same time of day for teaching the child. Maintain a rigid schedule because young children are rigid in their behavior as a defense against a world that is full of surprises. A rigid schedule lets them know what is going to happen next.

Parents are the children's first and best teachers, formally and informally. This does not mean the mother alone. Both parents, father and mother, are capable of teaching their young children. Contrary to some popular sterotypes, <u>fathers are good teachers too</u>. The wise father, like the wise mother, spends some time playing with and teaching his children every day. This curriculum is written with the <u>father in mind</u> as well as the mother. Some of the suggested activities may appeal more to fathers than to mothers and vice versa. All activities, however, will give the child rich experiences. The term "he" has been used to reduce awkwardness in phrasing. It refers to both sexes.

Guidelines for Teaching the Child

1. Study your baby and choose activities that fit his age, ability, and interest.
2. Take time to teach the child through play. Talk to him and stimulate him with toys, books, and other activities.
3. Keep the play lessons and toys for the structured program in a separate place in the house.
4. Have a cheerful, optimistic, and friendly attitude toward the child while you are teaching.
5. Be sure you and the child are comfortable and well rested.
6. Choose one place and time of day for the lesson or activity and use the same time and place everyday.
7. Do not let the child control the activity. Teach according to your lesson plan.
8. Be kind, but firm. Keep cool.
9. If the child wants to play with another toy instead of the one needed for your lesson, insist on his using the toy planned. Promise to let him use his choice after you finish. Be sure to keep your promise.
10. If the child becomes angry and refuses to cooperate, put everything away and try again later or the next day.

1. To reason.
2 To understand the world around them.
3. To understand people and things.
4. To understand their bodies and feelings, and how to care for themselves.
5. To use language and other forms of communication.
6. To make choices and decisions, and grow independently.
7. To do what is right according to values of the local, national and gobal community.

IN THE KNOW... IN THE KNOW...IN THE KNOW.
IN THE KNOW... IN THE KNOW...

A NEWSLETTER FOR PARENTS OF ECDC #1

OCTOBER, 1986

Dear Parents,

Welcome to E.C.D.C. # 1
I am looking forward to a very successful year with your help. There are a number of exciting activities and events in the planning for all of you. Please read all notices in your Childs Cubbie and the ones posted on the entrance door for the exact dates of all upcoming events.

I also want to thank all of you for bringing your Child/Children to school promptly at 8:30 A.M. and picking them up at 1.00 P.M.

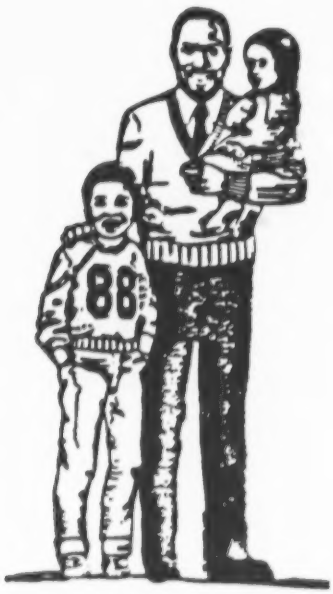
If you have any questions or Concerns that need my special attention please feel free to stop in the office or Call me on 733-0609.

Sincerely,
Naomi Bank
Center Director

Preschool and Daycare Division
of the United Planning Organization

THREE MEN WHO CARE

Meet three special men. They differ in a number of ways, such as, age, education, marital status, childhood experiences, place of birth, and even the way they view life. They do share, however, one strong, common bond. They care about young children and they spend their days proving it.



MEET KARL ALLEN

Karl Allen is a teacher's aide at ECDC#1. He works with the four-year olds.

Mr. Allen finds teaching young children rewarding. He likes seeing the children master new skills; moreover, he feels that he has learned patience from having to deal with the children.

Mr. Allen believes that bringing a male point of view to the children will help make them more well-rounded. Too many fathers don't take the time to listen to and talk with their children according to Mr. Allen. In his view men need to changee their attitudes towards families and children and try to be less selfish when it comes to their children. "Father can't always be about me" is the way he puts it.

From his experiences, Mr. Allen believes that children need God and values in their lives. They also greatly need parents who spend time with them, who will talk to them, and who are consistent in their discipline. If parents will not provide the right example and the right answers, "children will find wrong answers elsewhere."

Mr. Allen is a native Washingtonian.

(Please also read the article written by Mr. Allen in this newsletter.)

MEET LEWIS PRICE

Lewis Price is 75 years young and a foster grandfather at ECDC #1. Foster grandparents are older citizens who give their time, attention, and understanding to others who can benefit from them. After retiring from construction work, Mr. Lewis began doing volunteer work with deaf and mute children and adults to keep active. He has been a volunteer at the center for nearly four years.

Mr. Price faithfully comes to the center because "don't you know I'd be half-crazy if I didn't see these children?" The children give Mr. Lewis an outlet to be useful in the most important job in the world, loving and guiding children at the age when they most need it. The children, in turn, receive positive time and attention from a man only because he values the children and the potential he sees within each child.

Mr. Price is an energetic, spirited man with strong opinions and a ready supply of homespun sayings for every occasion. He is a firm believer in teaching children the right way to behave. He is greatly disturbed when he sees some boys and girls fighting, cursing, spitting and acting out in other ways. His advice to parents is to spend more time with their children. "Raised at home, spread abroad" is one of his sayings that best expresses his view of the extreme importance of early home training in the child's life.

As a young man in Memphis, Tennessee, Mr. Price had a active, fun-filled life with his family and friends. His father was a gifted piano player who played with Fats Waller and Mr. Price himself was a prizewinning dancer who once shared the stage with B.B. King.

Married at 21, he was widowed when his two children were still young. He understands the hardships of being a single parent. His children and one grandchild live in the area. He believes he "did something great" when he cared for his children - and for yours.

MEET DENIS ANTOINE

Denis Antoine is the educational coordinator at Catholic Charities Day Care Center. He has worked in day care for 10 years. Before deciding on a career in early childhood education, Mr. Antoine worked in the health care field as a malaria evaluator in his home country of Granada and as a LPN and psychiatric care aide in Washington. He has a B.A. degree in special education and psychology and a M.A. degree in early childhood and elementary education.

Mr. Antoine believes that more men are needed in the child care field. Children, especially Black children, often do not receive consistent interactions with positive male models. Early childhood programs are a place where this could be changed. Unfortunately, many men are often not attracted to early childhood education because society views the field as one for women. Those men who do enter the field, according to Mr. Antoine, have to contend with people who think they are "sissy" or are generally suspicious of their motives. It takes a strong and dedicated man to overcome these prejudices.

There is another equally important reason, however, that men often will not choose day care as a profession. There's no money in it. Virtually all day care workers are underpaid. For that reason, people use day care as a place to get experience, as a stepping stone to more lucrative positions.

Mr. Antoine advises parents to remember that every child with a problem has a family with a problem. In short, child problems ultimately begin and end with home. He also advises parents not to have blind trust in any caregiver. Ask questions. Find out about the center's (or school's) policies, procedures and program. According to Mr. Antoine, some parents spend more time picking out a sofa or piece of furniture, than they do in selecting a day care center.

Mr. Antoine offers some words of advice to all adults who come into contact with children: Remember that you are always on stage. Perform in such a way that you would not be embarrassed if a child imitates you.

September 1986.

Ms. Wilson
Mr. Allen
Mr. Price
Room #5

We would like to welcome all of our parents and would appreciate their cooperation and participation. We hope for a very productive year.

For the month of September, we will focus on Fall, Family, School, Parents and the Five Senses.

During the month of October, we will focus on Fall, Columbus Day, Halloween and Safety.

Home Activities

1. Take nature walks to find signs of Fall.
2. Read to your children.
3. Name family members, parent's names and school name.

September 1986

Class #4

Ms. Shands
Ms. Galloway
Mr. Theodae

Greetings Parents:

Fall is here! Our activities will be centered around signs of fall. We will continue to focus our attention on the basic skills for learning, such as Language Arts, Science, self-concept, the senses, numbers, etc. Parent Participation is especially encouraged.

Scheduled Trips Coming Up!

1. Oxon Hill Farm – October 17, 1986
2. Pumpkin Patch - October 24, 1986
3. Library Visit (every other Tuesday)

Parents, please check the scheduled dates by looking on the Parent Board.

Your child has been assigned a sharing day. On this day your child can bring in "1" object (toy, book, record, etc.) to share. Please check the Parent Board to find out what day your child

will share.

A Parent Meeting will be held in October! Please check the Parent Board for the scheduled date. Please come and find out what is happening in our classroom!

Thanks For Your Support!!!

Mrs. Shanks
Mr. Galloway
Mr. Theodore
9/26/86

PARENT ALERT!

Teacher of Young Children

It's not easy being a male in Day Care. Most people think men are good for night care and or weekends.

"You know, you just wait until your father gets home." "Go help your dad cut down the forest."

We are taught as men to be disciplinarians.

To teach the thrill of the hunt.

To protect your space.

To be strong, never falling.

To over look the passive moment in life.

But I feel there is a strongness in the passive moment.

To be able to tell your child I can't cut down all the trees in the forest.

To be able to laugh when one falls one way, to be able to cry when it falls the other way.

To play with the trees, touch the trees and share the trees with your child (be it male/female you have to be strong in sensitivity).

To me, not to be able is a weakness in your maleness.

But I must say, It's hard because most people think I am there to take out the trash or move a large table and not assist the child Developmentally.

Then you have your co-workers.

What do I as a male in Day Care talk to them about?

A) This years hem line?

B) The latest center/office developments?

C) What we had for lunch in "82"?

I think not.

PARENT ALERT!

I think until we start thinking of men and women in Day Care, it will remain harder than it should be or need to because men can give more than a slapping hand.

Karl Allen,
Teacher of Young Children
ECDC #1

Hello Parents:

I would like to take this moment to thank Mrs. Gladys Quarrelles, our dynamic Parent Involvement Coordinator, along with supporting staff, for planning, organizing, and hosting an enjoyable Parent Orientation Breakfast Meeting. The parents who participated are also commended for sharing their morning with us, their child, and other staff members. This type of participation, sharing, and cooperation is what it will take throughout the school year. We are off to a great start! Please continue!!

On October 22, 1986 the "Everyday Theatre" will present a drama performance at the Center. The cast are a group of children in foster homes that creatively portray real life situations that are encountered by families in day-to-day living. It is a treat that you surely don't want to miss. Watch the parent board at the center for a reminder and the specific time.

Also if you have any friends or know of other families that need child care services please contact them or provide us with information so we may follow-up. Everyone is working towards a productive school year, so make sure YOU contribute and volunteer to support your child, family and most of all; yourself.

James A. Scott, Jr.
Education Coordinator